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January, 1939



Versatile Offense Against
Changing Defenses

Dr. Forest C. Allen

Defensive Footwork in Basketball

Joe Reill

The Offense and Defense in
Basketball Employed by
Championship Coaches

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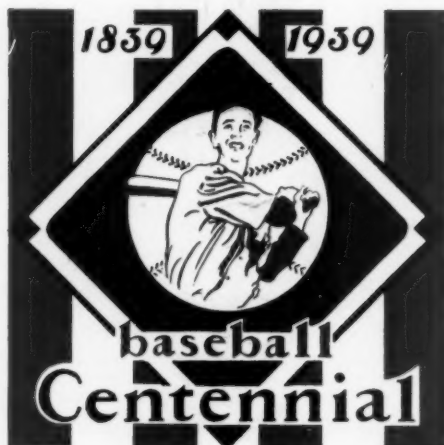


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CONTENTS

for January, 1939

PAGE

- 7 Versatile Offense Against Changing Defenses.....Forrest C. Allen
- 9 Defensive Footwork in Basketball.....Joe Reiff
- 11 Beating a Zone Defense.....Clifford E. Orr
- 12 Set Plays in Basketball.....Selby H. Buck
- 13 Amateur Wrestling Rules.....Richard E. Cole
- 16 Play of the Defense in Ice Hockey.....Westcott E. S. Moulton
- 18 Editorials
- 24 Advanced Triples Balancing.....Hartley D. Price
- 26 Goal Throwing in Water Polo.....James R. Smith
- 34 Are College Athletics Commercial and Is It Necessary to
Subsidize Athletics to Produce a Winning Team.. John L. Griffith
- 40 Why We Use the Man-To-Man Defense.....Ed Flint

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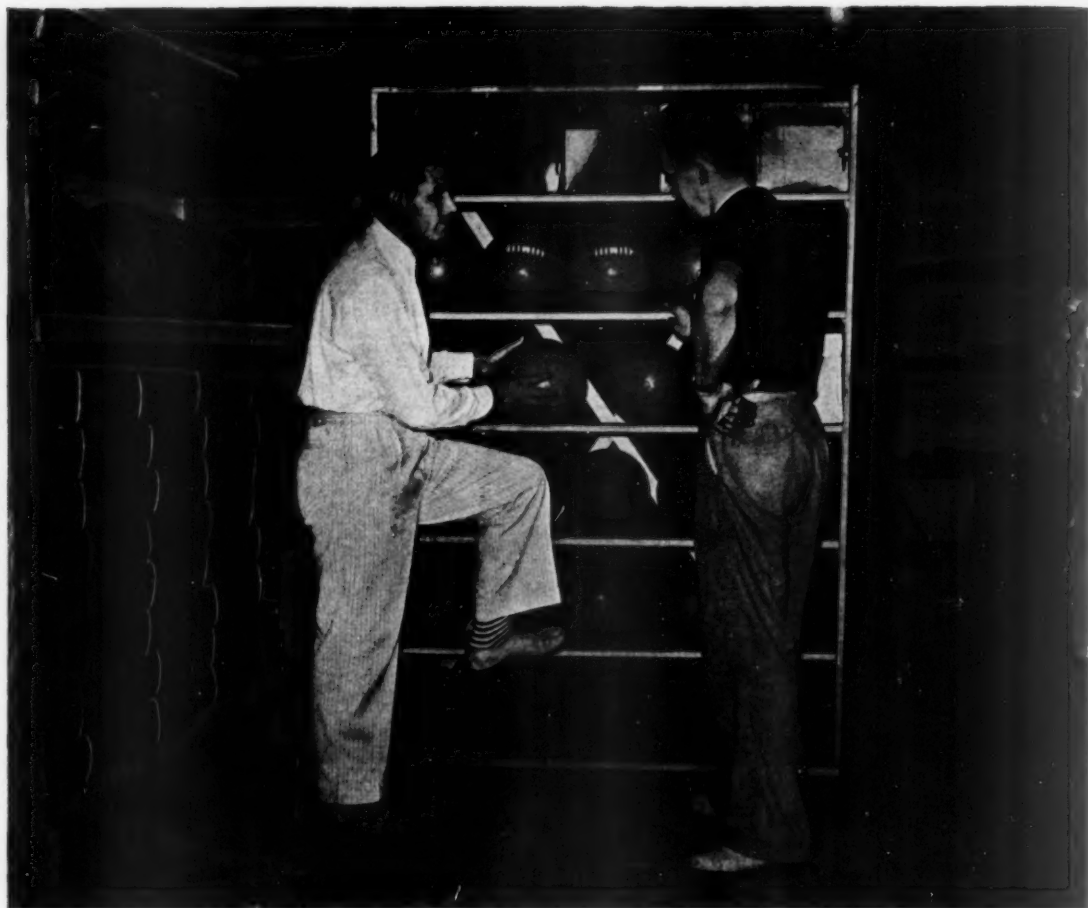
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VERSATILE OFFENCE AGAINST CHANGING DEFENCES

BY

Forrest C. Allen

IT is the swing type of basketball offensive that is popular with our basketball players and patrons, as is the swing type of music with our dancers. Some coaches call this swing type basketball the "weave" offensive or the "shovel" offensive. The dribbler in starting his offensive swings low, using his projected leg and foot and advanced shoulder to protect the low swinging dribble. The purpose, of course, is for the dribbler to get a half-a-step advantage on the guard. And then with a quick change of pace, the dribbler shoves into high gear and drives on past his unsuspecting opponent. Or, with a fake to drive rapidly forward and around the opposing guard, the dribbling offensive player quickly pivots and reverses his field by passing to a swinging team mate going in the opposite direction. This team mate continues the same slow, swinging dribble calculated to drive around the next defensive opponent.

The running screen is employed against a man-for-man defense. By flattening the defense or driving it back closer to the goal, the offensive player in possession of the ball will quickly pivot and pass back to one of the swinging players who will be in a good position for a quick shot over the head of the retreating defense.

In the mimic warfare of American sports and games, of which basketball is one, game principles of strategy and tactics obtain. Basketball tactics should incorporate all nine principles of warfare. Sir Edward Hamley has said that, "The theater of war is the province of strategy, the field of battle is the province of tactics." In actual warfare, both grand tactics and minor tactics prevail. Grand tactics concern only those officers who find themselves in independent command. Minor tactics concern the officers of every rank. The coach is likened to the general in independent command who is concerned with grand tactics; and the players are

likened to the officers of every rank who are concerned with the minor tactics of the game.

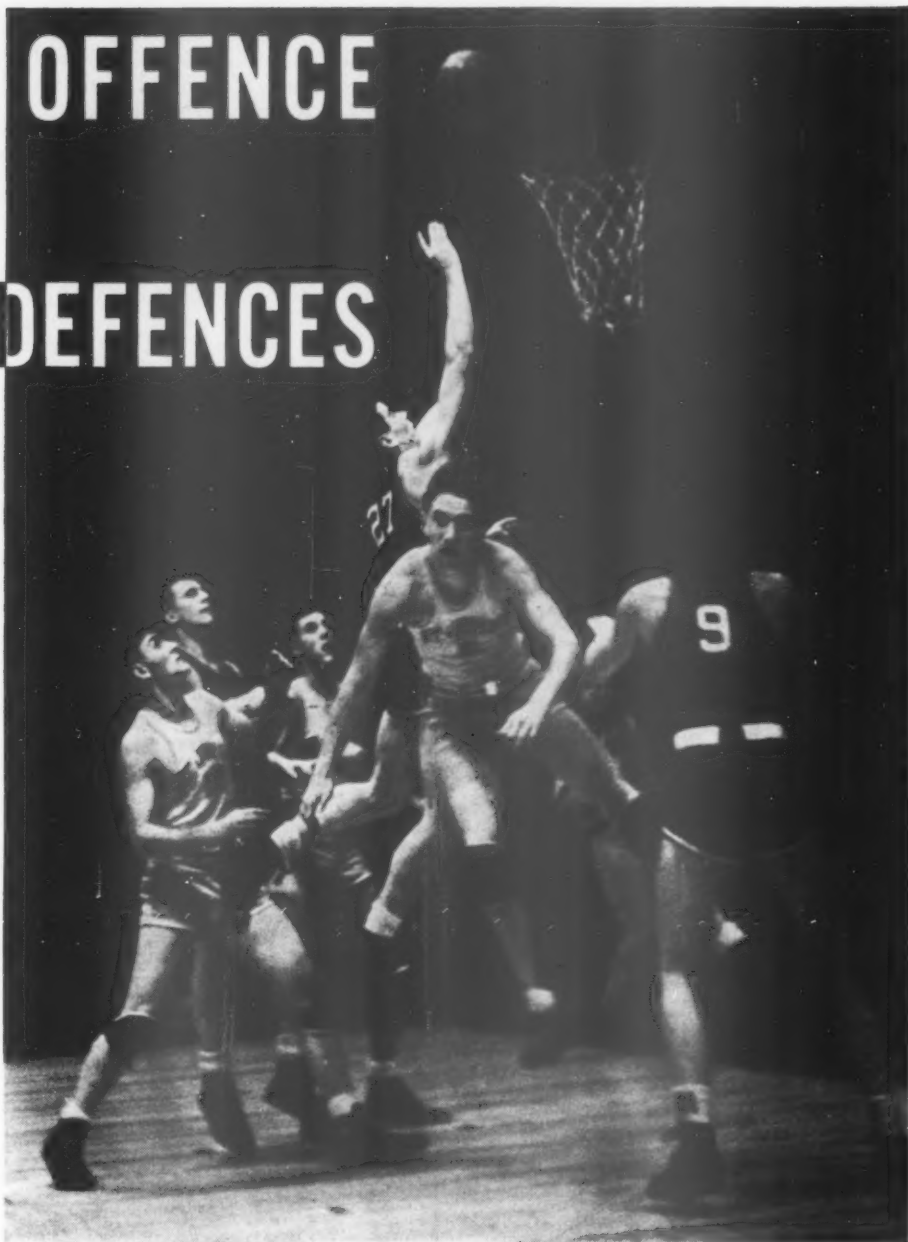
Almost every athlete in his boyhood has had his first lessons in minor tactics in games in which he has legitimately fooled his team mates. Herein, he has learned the ways of both the pursuer and the pursued. From the time that he has observed the instinctive feints and starts and stops and turns of his pal and first opponent, his dog, he has been experimenting with points of strategy that will stand him in good stead in these later days, perhaps of stardom on his college team.

The quarterback on a football team is the field general. When on the field he directs all strategy for his team. The real directing genius in the basketball set-up is generally the offensive center located in the back line. He is comparable to the quarterback in football. He directs all plays and makes the necessary passes and, in his key position, can rifle the ball to

any offensive man who evades his opponent and is open for the basket. He can talk to either guard, suggesting plays that they should initiate. He is the general and he should memorize the nine principles of war, which are: (1) the principle of the objective; (2) the principle of the offensive; (3) the principle of the mass; (4) the principle of the economy of force; (5) the principle of movement; (6) the principle of surprise; (7) the principle of security; (8) the principle of simplicity; and (9) the principle of co-operation.

Special Screen Plays

With very few exceptions, in the system of offense to be considered, each of the two offensive forwards is stationed ten feet from the end line and about ten feet from each side line. The other three offensive men are stationed approximately eight feet in front of the division line, with the center in the center or quarterback-



position and the two offensive guards about ten feet to each side of him and about ten feet from each side line. Owing to the ten-second-rule requirement, all players are in the front or offensive court.

In this set offensive formation, the ball can readily be snapped back and forth from guard to center to guard to center to guard, as opportunity presents. As an aid to clarity, these various plays are numbered, but in a game situation numbers are not necessary. Any one of the rear three men who is holding the ball, namely, the center or either of the two guards, may initiate the play. These plays are to be used against a man-for-man defense.

Play 1, a side line screen, shown in Diagram 1, is designed to free a hot-shot artist who is capable of hitting from the side of the court. The play also provides opportunity for ample rebound work at both sides and in front of the basket. When the opposition sets its spearhead of defense at the free-throw line, this side-court attack of the offense is very effective.

X4, with the ball in his possession, snaps it to X3 and then cuts rapidly down the side line to screen O2 with a running screen, taking care to make no contact with O2. X2, coming up along the side line, slides off the moving hips of X4 and receives a snap pass from X3. X2 turns to the inside of the court and shoots a bank-shot for the basket. X4 continues on down and around the court across the free-throw lane, anticipating a missed shot, and quickly gets into position for a rebound. X1 slides off the hips of X4, over in the free-throw lane, for rebound work out in front of the basket. X2, after shooting, also follows in for rebound work in his own offensive third of the court. X3 and X5 equalize their positions and move forward to aid in either offense or defense.

Play 2, shown in Diagram 2, is the companion play to the preceding play. X5, with the ball in his possession, passes to X3. X5 immediately cuts down the side line, running directly at X1. Both X5 and X1 know that X1 will glide to the outside of X5. Just as X1 emerges, X3 snaps the ball to X1 who turns in

toward the basket and shoots a carom shot. X5 continues on rapidly across the free-throw lane, ready for a rebound, should X1 overshoot the basket. X2 drives toward the free-throw lane and slides off the hips of X5, thus completing the second screen of the play and enabling X2 to get a successful and, if the ball should drop in this territory, an unmolested rebound shot. X4 and X3 equalize in their territorial positions and are equally potent on either offense or defense.

Set Offenses Against Zone Defenses

In the charting of penetrating offensive plays against a zone defense the set-up of the offense must be identical with that used in penetrating the man-for-man defense. To be effective both offensive set-ups must look the same to the opponent.

The reader should compare Diagrams 1 and 2 with 3 and 4, and should note the exactness of the positions of the offensive players in both cases at the start of the play. However, the path of the ball is very different. The ball can be readily snapped from guard to center to guard to forward, as opportunity presents. For purposes of clarification these plays are numbered, but in a game situation it is not necessary to call them. Any of the rear three of the offensive men, namely, the center or either of the two guards may initiate the play.

The two offensive forwards are stationed ten feet from the end line and ten feet from the side line. The other three offensive men are eight feet in front of

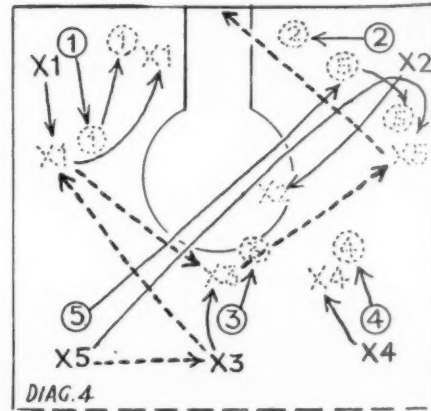
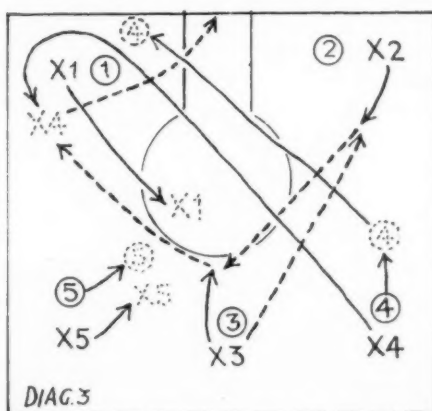
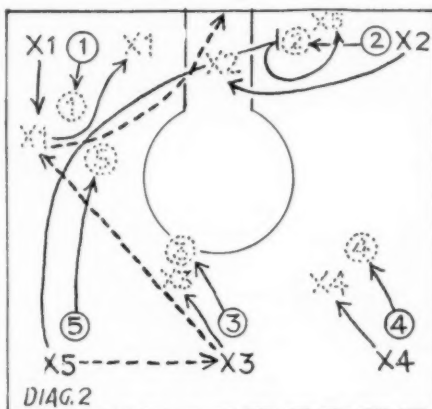
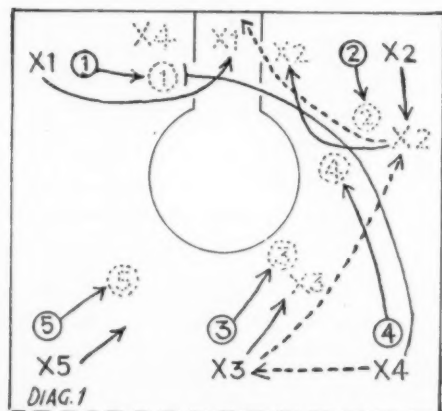
the division line, with the center occupying the center position and the two guards on the outside of the center. The guards are stationed about ten feet from the side line.

However, if the zone defense should drop deeper into defensive territory, the offense should pull its three-man line up to within eight or ten feet of the first line of the zone defense. This is absolutely necessary to make the offense function against this retreating defense.

In play 3, shown in Diagram 3, the set-up of the attacking team is exactly the same as that for penetrating the man-for-man defense. The offensive guard X4 snaps the ball to X3, and immediately cuts across in front, calling for the return pass. Just as X4 goes past X3, X3 push-passes or chest-shove-passes the ball to X2, who comes straight forward from his position to receive the ball. X3 feints slightly to his own right and then quickly cuts to the left to receive the return pass from X2. In the interim, X4 has continued over to the opposite corner of the court, apparently for the purpose of screening X1's guard, O1. At this juncture, X1 cuts out in front to the free-throw area. X4, instead of screening X1's guard, follows quickly to his own left near the side of the court. X3 immediately snaps the ball to X4, who is in a splendid position to shoot a side shot, preferably a carom, for the basket. This quick manipulation of the ball is consummated because the keystone player, X3, can rapidly pass the ball in either direction. Now X2 plays for the rebound on his side of the court, and X1 cuts for the center rebound area just as X4 is shooting. X4 covers his side of the court for follow-up and rebound. X3 is in a position to float either way for a pass-out from any of the offensive men near the basket. X5 slides for a pass-out, in case X3 is pulled over to the opposite side.

If the offensive team continues to pass the ball, it is absolutely impossible for a zone defensive team to prohibit the offense from getting a fairly open shot for the basket. Should there be no opening for the offense the ball can easily be passed back to X5 or X3 and then the offense

(Continued on page 42)



Defensive Footwork in Basketball

By Joe Reiff

IT has always been my contention that high school coaches are not given sufficient credit for the development of basketball players who subsequently

become good players in college competition. In view of this observation, I have asked numerous college coaches, how the early development of basketball players could be improved. Almost without exception the answer has been, "Defensive footwork." This answer, however, has usually been qualified by the statement that the time involved in teaching ball-handling, shooting and offense does not permit a thorough training in defensive footwork among high school players.

With this in mind, I shall attempt to go over a few simple principles. It is perhaps superfluous to say that, once a player on offense has gained a position between his guard and the basket, the scoring of the basket is a rather simple problem. Hence, the game resolves itself in a contest of players on offense attempting to get behind their respective guards, and the men on defense taking a they-shall-not-pass-us attitude.

The ability of a player to keep his opponent from passing him, or his ability to stay between the man and the basket is largely dependent upon how well he masters defensive footwork. The player must always have a balanced position; that is, he must be able to run to his left as well as to his right. Consequently, whenever a player crosses his legs in an awkward position or is forced to start off on the wrong foot, he is not keeping that balanced position which is so essential to keeping between the man and the basket. It is not enough to tell a player that he must not cross his legs. Instruction and drills must be given, so that he will learn to avoid getting himself in a position where he will be forced to cross his legs.

There are two general rules that may be followed in this respect: (1) meet all feints with short steps, and (2) step with the foot that is on the same side toward which the feint is directed. For example, in Illustration 1, (1) the feint is to the left. Hence, the defensive player must take a short step left as shown. Now if the player pivots and starts a dribble to his right, the defensive player must take a long step back with his right foot as in Illustration (2), and then start a running stride alongside of the dribbler, or if the dribbler is near a corner of the floor, the lateral shift may be used as shown in Illustrations 1, (3) and (4).

If the player in Illustration 1, (1) had taken the first step with his right foot and then the dribbler had started toward his right as shown in Illustration (2), the defensive player would have had to cross his left leg over his right leg in order to follow the dribbler.

The two pictures in Illustration 2 show

the same principles of good defensive footwork.

Guarding the Dribbler

The speed of two men being about equal, a guard using the correct footwork should seldom foul or lose the dribbler.

If the dribbler is several yards away from the guard and coming toward him, the guard should move over several feet away from the closest side line and retreat with the dribbler. In this way the guard can gradually force the dribbler to go toward the side line. This technique is similar to that used by the safety man in football, when he has to cover the ball-carrier who is bearing down on him. The guard should always maintain his balanced position and use the lateral shift in forcing the man to the side line. In this way, by using correct footwork, he should be able to stay between the dribbler and the basket.

If for some reason the guard finds that he must run alongside of the dribbler, he should be careful to stop the ball only with the hand closest to the ball and then, only when he believes he has a reasonable chance to break up the dribble. By using the hand closest to the ball, the guard can



Illustration 1, (1)—The guard meets a feint to the left by taking a short step left with his left foot. His body is balanced so that he can go to the left or right.

Illustration 1, (2)—The guard takes a long step back with his right foot as the man with the ball pivots on his right foot.

Illustration 1, (3)—The guard retreats with the dribbler, using the lateral shift which is permissible, when the dribbler is near a corner of the floor.



Illustration 2, (1)—The guard meets a feint to the left by stepping left with his left foot.

Illustration 2, (2)—If the dribbler attempts to go to the right of the guard, the guard takes a long step back on his right foot and starts a running stride alongside of the dribbler.

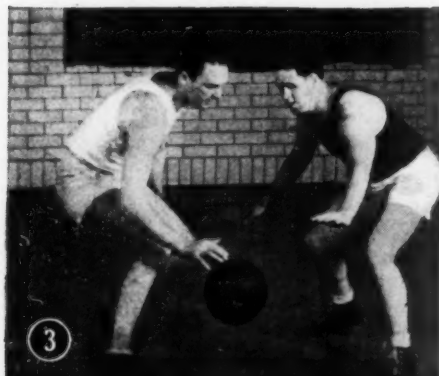
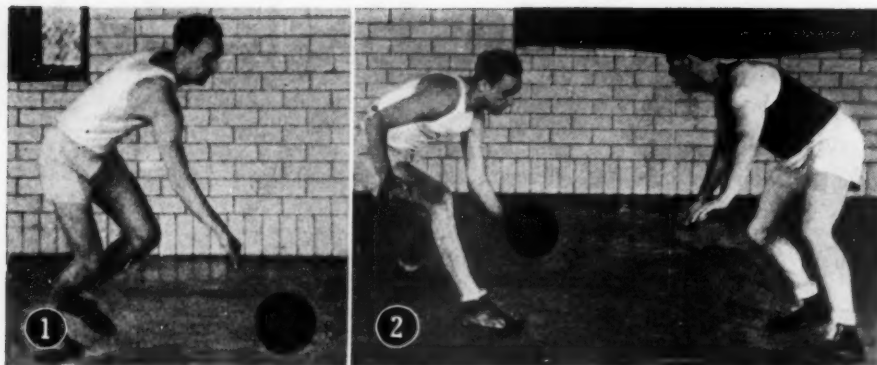


Illustration 3, (2)—The guard gives the dribbler leeway toward the closest side line and then gradually forces him toward the side line.

Illustration 3, (3)—The guard uses a lateral shift as he is moving and he will attempt to stop or bat the ball with the hand that is closest to the ball so that he will not have to cross his legs.

continue running without breaking his stride. When the guard uses the hand farthest from the ball in attempting to stop the ball, he must necessarily cross one leg over the other, which destroys his balance and breaks up his running stride. (See Illustration 3.)

Screening Your Man Away from the Basket

The guards should screen their men away from the basket on all shots. They must be careful however not to block. This year there is going to be a more strict interpretation on this phase of the game.

Proper footwork will aid the player to screen instead of block an opponent. The player, after the ball is in the air, should wait until his opponent commits himself as to which way he is going. If

the man goes to the right of the guard, the guard should pivot on the right foot and trot slowly ahead of the offensive man. If the opponent goes to the left of the guard, the guard should pivot on the left foot. Players should be cautioned that, if they extend their arms to the side and contact results which impedes the progress of the opponent, a foul for blocking will be called. (See Illustration 4.)

Drill

The drill shown in Diagram 1 will bring good results if emphasis and instruction are given to the defense. Number 02 is given the ball and X is the guard. Number 02 tries to score by dribbling around X or by passing to 01 and receiving a back pass. Number 01 stands still and does nothing but feed 02. Number 02 passes any number of times to 01 as he tries to evade the guard.

After a shot is attempted 01 goes to the end of the line. X acts as the feeder in place of 01 and 02 takes the place of the guard X.

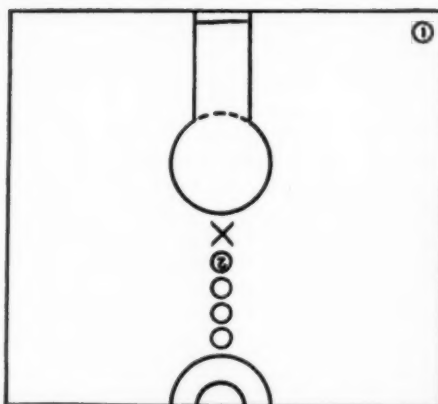


Diagram 1

Illustration 4, (1)—The guard has a well-balanced position with his legs spread, knees slightly bent and weight back. He can go to his right as easily as to his left.

Illustration 4, (2)—The guard raises his arm to hinder the vision of the shooter.

Illustration 4, (3)—Since the shooter decides to go to the right of the guard, the guard pivots on the right foot, being careful not to pivot into the opponent.

Illustration 4, (4)—The guard trots slowly ahead of his opponent with his arms extended, but on the alert to drop his arms, if the opponent attempts to run by.

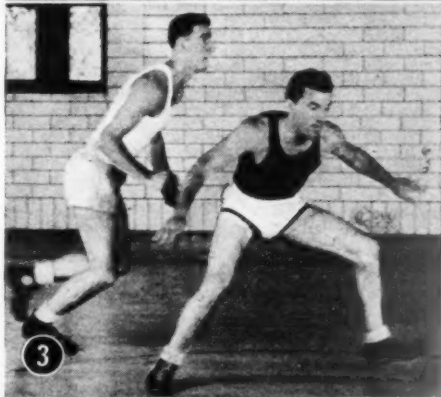
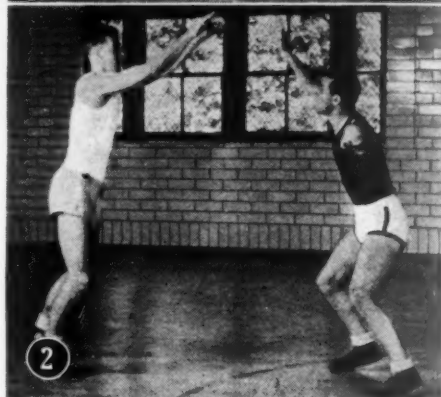
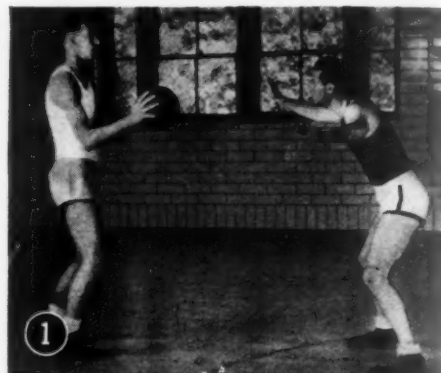


Illustration 4

THE author of this article, Joe Reiff, played basketball at Northwestern University in 1931, '32, and '33. Up to 1936, he held the all-time record in Big Ten Basketball, having scored 167 points in a single season's competition. He also held the Big Ten record of 29 points in a single contest.

Although now in business in Chicago, Mr. Reiff continues his active interest in basketball, in the capacity of an official.

The Offense and Defense Employed by Championship Coaches

Beating a Zone Defense

By Clifford E. Orr

High School, Newark, Ohio

THE zone defense has become quite popular in Ohio in the past five years. I do not mean to say that the zone defense had its origin in Ohio five years ago, but it appears from the large number of high school teams that are using this type of defense that it certainly has been on the increase in recent years. This statement is based upon the schedule of games that my team played in the 1937-1938 season. In the schedule of twenty-five games, four of which were played in the state tournament, four in the central district tournament, and seventeen in our regular schedule in which we met a team from each of the six sections of the state, we encountered a zone defense in seventy-five per cent of our games.

The Class A teams that have been emphasizing the zone defense in Central and Eastern Ohio are teams that have playing floors considerably smaller than the regulation floor. I have also noticed that many of the Class B teams in Ohio use the zone defense, and, after consulting a large number of coaches of the Class B teams concerning the reason for this, I find that they like the zone defense better than a man-to-man defense on a small floor. It seems to me, however, that a better argument than this can be produced in favor of the zone defense. It affords a fine opportunity for a fast-break, which was very noticeable in the Class A teams that we played throughout the season. The players who meet a zone defense have to develop a skill in set shots from out on the floor, unless some set method is used to work through the zone. It appeared to me in the state tournament in Ohio last year that many fine teams were eliminated because they had devised no method for penetrating a zone defense in order that they might be able to get to the basket for close shots. They relied chiefly on set shots from out on the floor in front of the zone defense. When a team is missing their set shots from out in front of the zone defense, the defense looks very good. The team using the zone defense recovers the re-bound from the set shot out on the floor, fast breaks down the floor, and generally scores before the opponent is able to set up a defense. This is the type of thing that eliminated some fine teams from Ohio's championship games in 1937-1938.

I would not have you believe that the

zone defense is in use more than the man-to-man defense in Ohio, but in my situation we have encountered it more frequently than the man-to-man defense. In the years 1936 and 1938, when Newark High School won the championship of the state of Ohio, we played our final games against a zone defense. The nature of the zone defense used against us in these two games was a 2-1-2 zone. This same type of zone is used by most of the teams, using a zone defense, that we play in our regular schedule.

In basketball today it is just as important for a coach to have a set method of

penetrating a zone defense and a man-to-man defense as it is for a football coach to have a different assignment in his blocking for his team against a 6-2-2-1 defense or a 5-3-2-1 defense. As I have stated before in my article, many of the good teams in our state tournament were eliminated because, apparently, they had played against teams all year that had used a man-to-man defense and then in the tournament they met a zone defense. They found their offense ineffective and had to resort to long shots and, when they were not making the baskets from long shots out on the floor, they soon found themselves totally helpless.

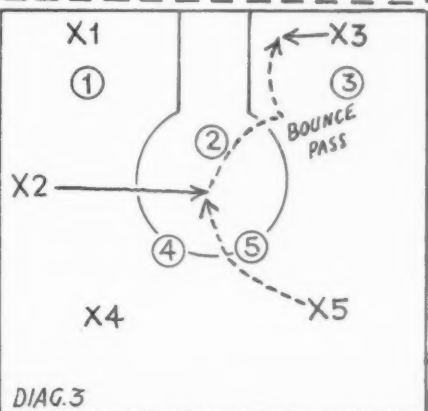
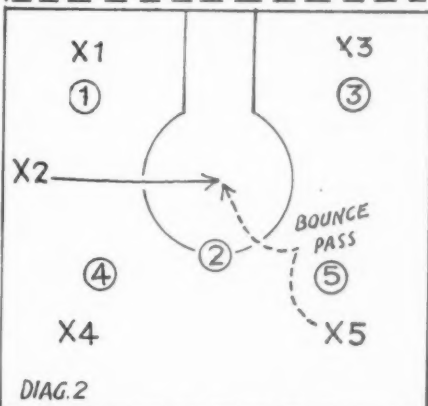
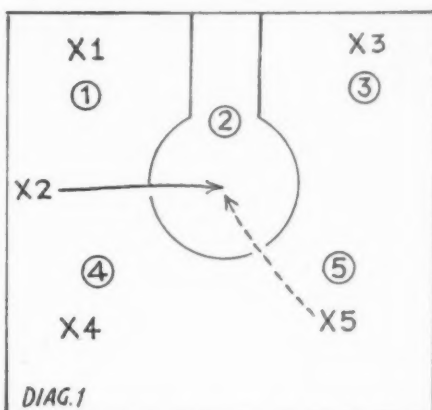
In our method of attempting to beat a zone defense we have a few set plays that we use. The natural thing against a zone defense is to try to beat it down the floor. Much time should be devoted in practice sessions to some fast-break system in order to score before the zone is set. Another thing that should be emphasized is good and fast handling of the ball. The ball should be passed fast in order that the zone defense can not shift fast enough to meet the ball. The fast passing requires good and clever handling of the ball. After these ideas are instilled into the players we start with our set plays against the zone defense. The play shown in the accompanying diagrams are ones which we have used with success against a 2-1-2 zone defense.

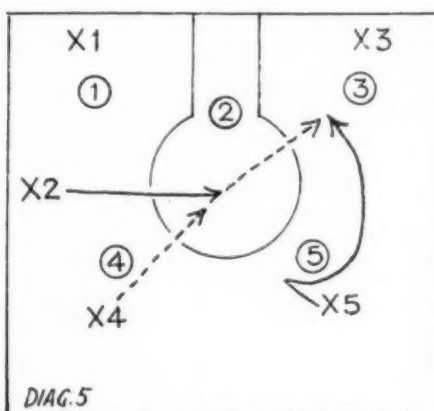
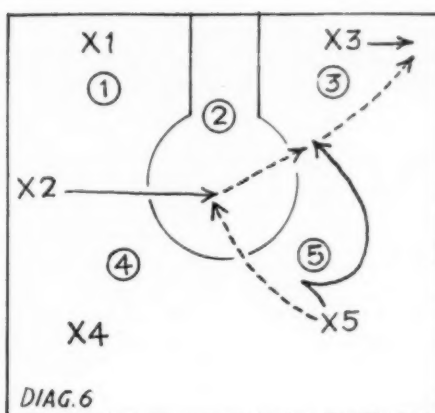
In Diagram 1, X2 breaks out in front of O2, and receives the ball from X5. The best type of shot here is for X2 to jump off the floor and try a one-handed shot. The shot is difficult to guard, and X2, with considerable practice, may become skilful in making this shot. Occasionally O2 will be moved out into the front line between O4 and O5.

When we find O2 moved out into the front line, as indicated in Diagram 2, X5 bounces the ball to X2 who breaks out from the side of the floor behind O2, and X2 is able to get a shot from the free-throw line without any resistance.

Frequently X2 is closely guarded as he breaks out from the side of the floor to a position in front of O2. O4 and O5 drop back and guard X2, as he breaks out, as shown in Diagram 3. X5 passes to X2. As X3 breaks under the basket, X2 may bounce-pass to him. X3 generally has a nice close-in shot.

X2 again breaks out to the free-throw line, as shown in Diagram 4, and receives a pass from X5. X1 moves into the corner, and receives the pass from X2. X1 takes a set-shot out of the corner.





carefully, I am convinced that we have about reached another cycle in basketball history; that is, we have gone through the fast-break period which was the first system known and then the slow-break or set-play system that appeared about 1926 and now we are about to go back to the fire-engine ball game.

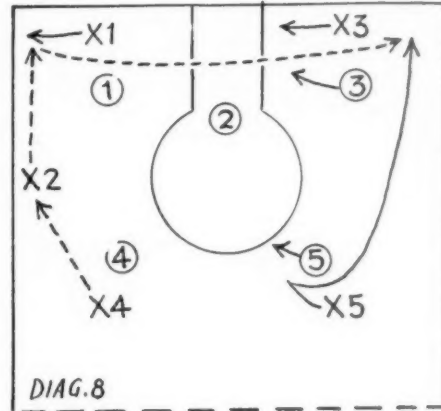
Many of the coaches who are playing fast-break ball give for their reason that the slow-break is uninteresting to the spectators and lacks the action that the fans crave. I am not going to dispute that fact. There is nothing prettier than a naturally fast-breaking basketball team and when a coach is so fortunate as to have one, my advice is for him to sit back and consider himself lucky, for it will probably win about nine out of ten games that it plays. It will be almost certain, however, to have at least one bad night during the season and when it does, it will be against a team with a slow-break.

Since this article has for its subject the slow-break, let us consider in detail the set-offense style and see why so many coaches have changed in the last few years from the slow-break to the fast-break. There have been many reasons offered, the one about the spectators liking the fast-break being the main one. I would not take that one seriously. Most coaches are interested only in how their teams draw attendance at home and I find that the home-town people want a winner, fast-break or slow. One other reason offered for not using the slow-break, is that after using it awhile, the boys form the habit of standing around and soon they have lost their drive, with the result that the team is slowing down on attack and the players are losing their initiative. This is the real danger of the slow-break many believe.

Another fault found with the slow-break and set-play is that the teams using it are more easily scouted. The opponents can set a defense that will check it and its effectiveness will be nullified.

Although I am an advocate of the slow-break, I recognize all of these faults mentioned above, but I shall attempt to show how they may be overcome and how the set-offense may be used successfully.

Too many coaches have attempted to



In Diagram 5, X4 passes to X2 who has moved out into the free-throw lane. X5 feints to the left side of O5 and goes back on the right side of him. X2 passes to X5 who is in a position for a set-shot.

In Diagram 6, X5 passes to X2 who has moved out into the free-throw lane. X5 feints to the left of O5, pulls back, and goes down the right side of O5. X2 passes to X5 who is checked by O3 moving up to cover the zone. X3 goes into the corner and receives a pass from X5. X3 is in a position to shoot from the corner.

Diagram 7 shows X5 moving into the free-throw circle to keep O2 there. X4 passes to X2. X1 moves into the corner and receives a pass from X2. X2 breaks to the basket and receives a bounce-pass from X1. X2 has a close-in shot.

In Diagram 8, X4 passes to X2 who in turn passes to X1 in the corner. X3 breaks under the basket to draw O3 over. X5 feints O5 and breaks into the corner that is most frequently left open. X1 throws a pass across the floor to X5 who shoots a set-shot from the corner.

Set Plays in Basketball

By Selby H. Buck

Lanier High School, Macon, Georgia

IF the reader will open his December issue of the *ATHLETIC JOURNAL* and turn to page 14, he will find two very interesting articles, one called, "Basketball Without Set-Plays" and one, "The Fast-Break." After reading these articles

use a set-offense after having watched some team play it. Five or six years ago, when the basketball coaches held their annual meeting in Atlanta, four outstanding teams were brought there to play, the University of Pittsburgh being one of them. A number of coaches in this section had never seen the Pittsburgh offense, although they had read about it. When the team appeared on the floor, many notebooks appeared and diagrams were drawn on the course of the ball and the movements of the players. Since that time, there have been attempts in this section to play the Pittsburgh offense. Many failures have resulted. Why?

In the first place, a coach cannot look at a basketball play, draw it out on paper and get the correct action of the five players. There is nothing more easily defended than a set-offense in which the offensive players do not know how to maneuver the defensive players into the positions, in which they want them. This is the reason, why most set-offenses that are copied from another's system are doomed to fail; it is impossible to catch the timing of the entire team that is making the play.

If a coach is going to play a set-offense, he should work out one of his own or, better than that, he should let his boys work out one for him. He should tell them that all the famous systems of basketball were originated by players, experimenting with an idea. If he should try to teach another's system, he would find that he would spend most of his time ex-

(Continued on page 40)

Amateur Wrestling Rules

by Richard K. Cole
Brown University

ALL sports are governed by a set of accepted rules and are regulated by one or more officials. Wrestling matches require the services of a referee and a timekeeper. Written rules are made in order that matches may be governed fairly and cleanly. The purpose of this article is to show and explain the most conspicuous and flagrant breaking of the accepted rules.

It is taken for granted that a referee knows the rules thoroughly. Yet, there have been instances when, because of favoritism, prejudice, fear or other reasons, he has not worked according to the letter of the rule. Mistakes are human and have to be overlooked to a certain degree, but gross miscarriage of justice cannot be tolerated. Of course hair-line decisions do not come under this category and so must be discarded. The point is simply this, the officiating of any competitive sport is no easy task, but there is a rule book which covers all questions, and, if the referee is on the job, no great mistakes or ill-feeling should ensue from his efforts. Nevertheless, the history of sport will reveal over and over that this individual or that team met defeat purely through irregular tactics.

Participants, coaches and spectators play a very great part in smooth and honest progress of any individual or team-sport. One rule which must be adhered to for all concerned is, "Know the rules and know them well." Very often during a heated contest, coaches, contestants and spectators ridicule the officials with but one thought in mind, that of winning at any cost. Ninety-five per cent of the time

the officials are right. However, if the officials are wrong, then a quiet, concise and definite argument should be put forth by the coach or captain. It is the duty of the coach to teach the rules of the game to his pupils. If a wrestler knows the rules well and the official makes no mistakes, there is no room for controversy. But woe to the referee who is persuaded to reverse a legitimate decision. Such procedure is unpardonable and stamps the official as incompetent.

There are cases of referees who do not know the rules and they make a very poor impression by conducting matches wrongly. Even though they may be sincere in their trying to do right, they should not be allowed to officiate. Their work is a bad influence on the sport and its adherents. The man who should make the best wrestling official is one who has been a good amateur wrestler himself and who is known for his integrity and ability.

Probably the rule that is taken most seriously in wrestling by referees is that of illegal holds. On the other hand, the one most neglected is that of stalling. One must admit that to penalize for stalling takes courage but in no other way can the sport be put on the right basis. It would be far better for a man to go into a match and lose by a fall, if he did his best to win by following the rules. There is truth in the saying, "The better man didn't win." A man may win by stalling from a superior wrestler because stalling is easy to fake. Officials are responsible for stalling tactics and in their hands rests the continuance of fast aggressive competitive wrestling.

Stalling in wrestling takes many forms. For instance, A is underneath on the defensive, he attempts to escape, and when partially free, is pushed off the mat by B. In this way B will again get control of A with the referee's position in the center of the mat. Again, A on the defensive may come to his feet and attempt to escape. B rushes him off the mat with the same result. These two types of stalling are common and the two men should be brought back to the center in the neutral standing position. It is understood, of course, that the men have been taught the rules and know what is stalling and what is not. If it is apparent that the wrestlers do not have this knowledge, then it is the duty of the official to impart it to them.

Much has been said, and rightly too, about the wrestler who cuts his man down and, with both hands on one wrist holds him on his side, keeping him in a position where he has little chance to escape, but making no effort to pin him. It is imperative, according to the rules, for a wrestler to make an honest effort at all times to secure a fall. As mentioned before, wrestling is easy to fake, and the stalling tactics of wrestlers should be duly penalized by the referee. It is true that some participants are coached strictly only a few holds, most of which are of the brand which keeps an opponent on his side or abdomen in a tight escape-proof grip. Few men so coached ever register falls. Ardent followers of the sport look on this type of wrestling with disgust. Why not wrestle aggressively all the way?



Illustration 1 shows the correct referee's position on the mat. A (in black tights) has one arm around B's waist and his opposite hand on B's elbow. A's legs are outside B's legs. Both men are ready for the referee to say, "Wrestle." A must hold B loosely and the heels of B's hands must be on the mat and at a distance of at least twelve inches from his own knees.



Illustration 2 shows that A has taken an illegal referee's position behind B. Notice that A has one knee between B's lower legs. This position hinders B's chances of escape when the referee says, "Wrestle." This position is legal after wrestling has started.

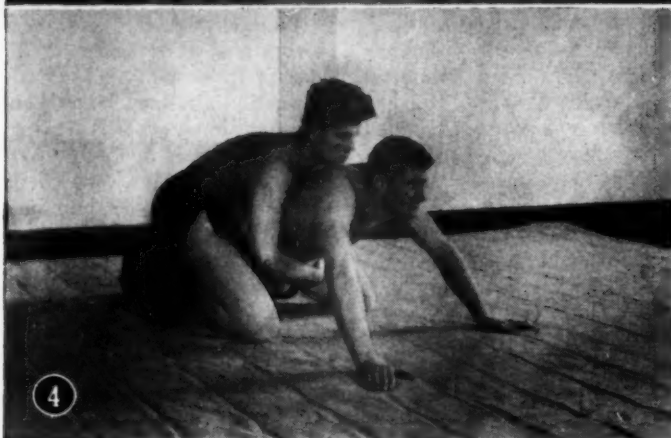


Illustration 3—This picture shows that A has illegal control of B. A is not allowed to maintain a complete body lock on B so long as both of B's knees are in contact with the mat.

Illustration 4 shows another illegal body lock by A. Illustrations 3 and 4 are types of body locks which are ruled illegal because they encourage stalling and hinder the defensive man from maneuvering his escape-holds.

Illustration 5—This picture shows that A has a legal body lock on B. The rule permits a complete body lock when the defensive man has one or both knees not in contact with the mat.

Illustration 6 shows an illegal hold, the full or double nelson. Primarily it is barred, due to its danger and should be stopped by the referee at its inception.

Illustration 7 shows an illegal hold, the hammer lock. This hold is permissible only if A keeps B's wrist at or below a 90-degree angle with the spine. This hold becomes dangerous when the arm is pushed above the right angle to the spine.

Illustration 8 shows the illegal over-scissors, by A (in black tights). By applying pressure, A endangers the ankles and feet of B. The referee should break the combination at once.

Illustration 9—This picture shows A forcing B's foot by applying pressure on the toes. Any hold on the foot, above the arch is prohibited, because of possible injury. A is permitted to grasp the arch or instep, in attempting to break a hold.



Illustration 10 shows an illegal wrist lock. A has brought the wrist lock into a dangerous twisting hammer lock, forcing B's arm up his back. The referee should force the illegal phase of the wrist lock taking form and stand in a position where he can stop it at once.

Illustration 11—This picture shows A applying an illegal toe hold. This hold is not only dangerous but also impotent as an offensive maneuver.

Illustration 12—This picture shows an illegal cross toe hold. It is not only dangerous but also a poor pinning maneuver. Any hold that endangers life or limb is prohibited.

Illustration 13 shows A applying an illegal face hold. Any pressure or grip across the eyes, nose, mouth or throat is illegal.

Illustration 14 shows another illegal maneuver on the part of A, the offensive wrestler. These tactics are unsportsmanlike and of no value offensively.

Illustration 15 shows A breaking B's grasp by pulling one of B's thumbs. Pulling separate fingers is illegal in amateur wrestling.



Illustration 16—In this picture A is shown breaking B's grasp by pulling four fingers at a time. This picture illustrates the legal forcing of fingers to break the hold.



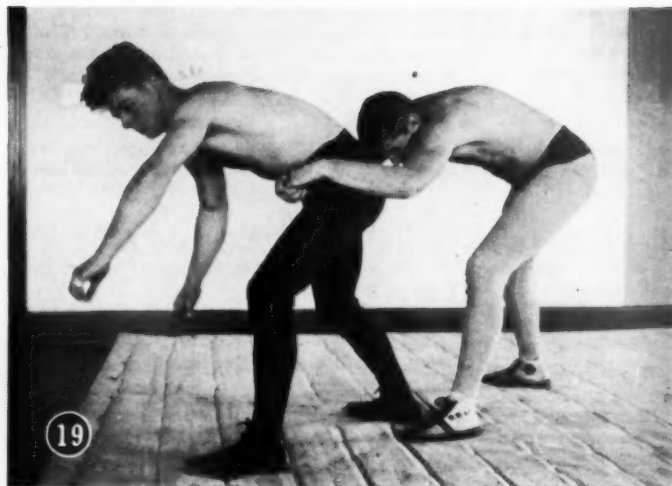


Illustration 17—This picture shows A pushing B off the mat. This maneuver is a phase of stalling because B is not given a fair chance to escape, since he is pushed off the mat and all wrestling must be done on the wrestling surface.

Illustration 18 shows A being pushed off the mat after coming to a standing position. This type of offensive stalling is flagrant, and the offensive man should be penalized by losing his position of advantage.

Illustration 19 shows defensive stalling by A. He is attempting to run off the mat. Defensive stalling is rare but should be discouraged by coaches.

Play of the Defense in Ice Hockey

By Westcott E. S. Moulton
Pomfret School, Pomfret, Connecticut

THE defense plays a prominent part in every successful hockey team. The defense men are known as left and right defense and are usually stationed in the middle of the rink near their own blue line during most of the play. Lately, however, the position of the defense has tended to vary and we find that defense men are playing more of a sliding game, moving up and down the ice in relation to the position of the puck at the moment.

There are some outstanding qualifications which contribute toward the make-up of the ideal defense player. A tall, rugged, rangy boy, possesses the physical qualifications for the position. It is a good idea to look for defense players among the football squad as the severe punishment received in hockey when body-checking is very similar to that in football, and a good football player has usually become hardened to this. It is not always the big man who makes a good defense player, however, as sometimes a small, agile, smart player will make up for his lack of bulk by speed and the ability to react quickly.

Play on the Offense

Although it may sound like a paradox,

the defense men can do a great deal offensively to help their team score and win games. The first requisite of every hockey player is of course the ability to skate well. The defense is no exception to this rule. Skating can be improved only after long practice and hard work and this point cannot be overlooked, if a boy hopes to reach the top in this sport. Defense players should seek to acquire one of the most useful weapons for attack, a hard shot. Often during a game a defense player may carry the puck up the ice and, if he can shoot powerfully and accurately from outside the blue line, will score a goal. Especially is this true in secondary school and college circles. Before the defense men are able to get into position to shoot, they must first learn to "jump" quickly or to break away from the opponents when they secure the puck. Great emphasis should be placed on this ability as the defense is in an excellent position to do this successfully. First of all, as the opponents start an attack, they are coming directly toward the defense usually at three-quarter or full speed, while the defensive team's forward line is skating with

them or after them trying to get possession of the puck. Consequently, when the defense men stop the play, they can start up the ice instantly before the opposing forward line is able to stop and check back.

Coaches differ as to whether the two defense men should go up the ice together, when they have the "jump" or whether one should go up with those of his forward line who can manage to keep up with him. Ordinarily it is best for both of the defense players to "jump" together, as they are facing the opposing goal, when they get the puck, and are not moving so rapidly away from it, as the forwards are, usually when they break up an opposing play. If this plan is followed, the entire forward line can remain on defense in the form of a triangle, or the center can go up the ice following the defense as closely as possible, leaving the wings as the defensive combination for the moment. The center following in this position is called a "trailer." If the defense loses possession of the puck, he is frequently able to retrieve it and score.

Some defense players continually try to carry the puck up the ice when they are not in a position to "jump." This should be discouraged as there is no particular value in this maneuver, unless it is done

to rest a player of the forward line. As the forward line is usually more proficient in attacking plays and in working the puck through the entire opposing team, it can easily be seen that the defense players should never advance with the puck unless they have the "jump" on the opponents. Along this same line, the defense, when they are attacking with the puck should immediately return to their defensive positions, upon losing possession of it. This is important as it strengthens their defense and allows the players of the forward line to take their normal positions and break up any new attack. They should be alert to pass the puck forward to team mates who are in the same zone as they, themselves, are. Perhaps the most dangerous thing a defense player can do is to skate with the puck directly in front of his own goal or to pass it across in front of his goal to a team mate. The result is too obvious to need explanation.

With the comparatively recent development and popularity of the so-called five-man hockey attack, it is vital that defense players be skilled in this type of play. This style of attack has found recent vogue in hockey for several reasons. In the first place, it puts tremendous pressure on the opposing team. It is also very useful on rough ice or toward the end of the game, when the ice has been cut up considerably and passing and carrying are thus rendered difficult. In the beginning,



Illustration 1—The defense player is turning with the puck-carrier as he attempts to circle the defense. The defensive player is taking short, quick steps to head off the attacker.



Illustration 2 shows the defense player turning with the puck-carrier. In this picture the defense man is successfully heading off the carrier and thus forcing him to the side of the rink.

this form of attack was usually saved until the team was behind and was used late in the game, but during the past year or two many teams have come to use this method of play as a definite part of their attack. For this type of play, defense players must be excellent skaters, quick on their feet, skillful in passing, and pos-



Illustration 3—The puck-carrier is attempting to circle the defense. He has kept the puck well away from the defense man and the latter's only hope is to cut rapidly to his right, thus body-checking the carrier, before he can cut in toward the goal.



Illustration 4—The defense player has made successful contact with the carrier and is about to body-check him legally with his shoulders. Note the other defense player cutting diagonally behind his teammate to block off the carrier effectually, if he gets by the right defense player.



Illustration 5 shows the stance of a single defense player as the attack moves toward him. He is skating backwards as the puck moves up to him. With this momentum, he can turn quickly to the right or left to force the attack to the side of the rink.

sessors of hard, accurate shots. It calls for a sliding defense which moves up the ice as the forward line attacks and works the puck into the attacking zone. At this juncture the defense moves inside the attacking zone line according to the posi-



Illustration 6 shows the normal position for the defense players. In this picture, they are relaxed as the attack has not started toward them. Note the right defense man shoots to the right and the other player to the left. This is the ideal arrangement.



Illustration 7 shows the defense combination ready for action. In this picture, the players are a little too close together for maximum efficiency, as it would be very easy for a forward line to pass around them or circle them.

tion of the puck. If the puck is in the right-hand corner, the right defense player stations himself near the right side boards and the left defense plays in the middle of the ice. These players are thus in excellent positions to receive passes back from their forwards or to intercept passes from the besieged defenders. In these positions, the defense must react quickly and, either shoot the puck when they get it, pass it to one of their team mates, or advance quickly with it toward the goal. If the puck is on the left-hand side of the goal, the reverse positions are taken by the defense. In this play, the defense must be taught to realize that they should instantly retreat toward their own goal to break up the attack, whenever the opponents get possession of the puck.

Play on the Defense

The most important job to be performed by the defense players is, of course, that of protecting their goal from attack. It is their chief duty to stave off all attempts of the opponents to get the puck by or through them and into the goal. One of the necessary accomplishments of a good defense player is complete mastery of the technique of skating backwards. The next requirement is that he be able to turn and pick up speed quickly in any direction, when in motion or from a sta-

(Continued on page 31)

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JOHN L. GRIFFITH, Editor

The Baseball Centennial

THIS year the centennial of our great American game, baseball, will be celebrated. Baseball is typically an American game, and it deserves all of the attention that it will receive in the ensuing months. We of the ATHLETIC JOURNAL have always been a bit partial toward baseball. Some fourteen years ago we called attention to the fact that baseball was not receiving the consideration that it deserved in some of our schools and colleges. We do not claim the credit for the fact that others agreed with us and saw to it that the proper promotional effort was put into this game in different states. Last year 725 of the Ohio high schools played baseball; 600 high schools in Iowa, 600 in New York State, 450 in Michigan, etc. This shows that proper recognition and backing is given to baseball in several states. What has been done in these and other states can also be accomplished in the rest of the country if someone who believes in the game will locally start the ball rolling.

We are convinced that the boys who play get more real pleasure out of baseball than almost any game that we have. That it has not prospered as well as certain other sports is due to neglect and a variety of reasons which we will not attempt to discuss at this time.

Our study made last year which was published in the June ATHLETIC JOURNAL showed that 99% of the high schools of the country maintain basketball as a sport, 42% have football, 42% track and field, and 34% baseball. Last year there was an increase, however, in baseball participation. It would be fine, if this year we could all get back of this grand game and give it the support that it deserves.

Bigness Is Badness

RECENTLY Dr. Clement C. Williams, President of Lehigh University, was quoted as saying, "The larger universities apparently have cast their policies irrevocably along the lines of high-powered athletics." . . . "Smaller colleges subjected to less pressure can seek improvement through supple-

menting intercollegiate athletics by intramural sports. So doing they have an opportunity to be restored to the dignity of education institutions instead of serving as management bureaus for crack athletic teams." We do not know whether President Williams, for whose judgment we have the greatest respect, was properly quoted or not, but, since some people associate bigness with badness, we may be pardoned for making a few observations relative to this subject.

No doubt some large universities have gone in for high-powered athletics and likewise some of the smaller colleges have gone to extremes in trying to produce championship teams. In the November issue of the ATHLETIC JOURNAL we presented the facts regarding one of the largest universities and one that has been highly successful in athletics. This institution, namely, the University of Minnesota, according to the December 17th issue of School and Society, has 15,148 full-time students. This month we are pleased to present the facts regarding the University of California which, according to Dr. Raymond Walters, President of the University of Cincinnati (article in School and Society) has enrolled 24,809 full-time students. We need not mention the fact that California this year tied for the Pacific Coast Conference Championship and last year was the winner of the Rose Bowl Game. Moreover, it is hardly necessary to mention the fact that the University of Minnesota was this year the winner of the Big Ten Conference Championship.

Some apparently feel that colleges and universities that have winning football teams must thereby neglect their intramural athletics. Careful study of the facts concerning California and Minnesota will, we are sure, help to a clearer understanding of this matter.

We hope in succeeding issues of the JOURNAL to present the athletic facts as to the administration of athletics not only in some of the other larger universities but in some of the smaller colleges.

Penetration of Ideas

WE have become familiar in recent years with words and phrases, originated in Europe, which have grown into our language and have been accepted as useful in expressing certain ideas and concepts. By way of illustration, let us consider such words and phrases as authoritarian, totalitarian, purge, united front, capitalism, and ideology.

We are now learning the meaning of ideological penetration. We have seen how certain theories have been advanced in different countries by skillful salesmanship and persistent propagandizing. Some have suggested that one of the chief purposes of the recent visit on the part of some of our officials to Lima was to try to resist the ideological penetration of the Americas. Of course what this means is to resist the attempts on the part of Europe to sell Communism, Naziism or Fascism to the North and South American countries.

Two ideas which pertain to athletics and affect them in the United States have been persistently

and constantly advanced until it is now a fair question as to whether or not these ideas have been so generally accepted that the theories may be put into operation. The first ideology to which we refer is that, in athletics, boys should not be encouraged to play to the limit of their capacities, in order to win a race or a game. Rather, they should engage only in sports that are easily pleasurable. Someone recently has proposed that there be no awards or rewards for the winners in amateur athletic events. The reason back of this suggestion, is, of course, that boys should not be encouraged to do their best, either for the honor of winning or for the prize for the victors.

The second theory is that boys who compete in athletic tournaments or who play in games where admission fees are charged should be paid for playing. A prominent coach was quoted the other day as saying that the people generally subscribe to this idea and consequently the colleges will be forced ultimately to divide the gate receipts among the players. This is not a new theory. It was adopted by the Greeks near the close of the Golden Age of Greece and, incidentally, when the Greeks placed their athletics on a professional basis, sports in that country came very nearly being non-existent.

The purpose of this editorial is to suggest that those, who believe that if a thing is worth doing at all, it is worth doing well and those who maintain that there is joy in achievement as well as a joy in physical effort, and those, further, who believe that amateur athletics are worth saving, should meet this other ideological penetration with the advancement of the old theories which are now being attacked.

Conflict Between Athletics and Scholarship

THE old question of whether the athletic life in a college is incompatible with the intellectual life has again been brought to the fore. We discussed that question in the January issue of the 1931 *ATHLETIC JOURNAL* and herewith again present some of our observations regarding this matter.

American civilization is comparatively new. Enthusiasm is a mark of youth and we go about our work, in this country whatever it may be, with great enthusiasm. Most men are enthusiastic about their work, not only because enthusiasm is an attribute of a young, vigorous and virile race, but also because, here in America, they believe that there are no limits beyond which they may hope to go in connection with their work. The college professor who is so enthusiastic about his work that he sees little or no value in the work done by other departments may be the best professor on the campus. A Latin professor, watching college boys playing baseball, once remarked, "A man has to waste a lot of time in order to be good at this game." And a science professor in the same university a few days later suggested that it was a waste of time for the students to study Latin. It is natural that each professor should exaggerate the importance of his own work, just as it is natural for the football coach

to make absurd claims about the values of football. In the last few years when college athletics, especially college football, have bulked large in the public consciousness, have been widely heralded in the newspapers, and have assumed larger proportions in the minds of the undergraduates, quite naturally many of the academic professors have protested and have based their opposition to athletics on the ground that the whole athletic system tends to work against the good scholarship of the athletes and tends to interfere with the scholastic work of the other students.

The meditative and contemplative individual has an important place to fill in the life of our times. He discovers truths in the laboratory that are of tremendous value to America and the world. Perhaps, in studying causes and effects, he directs the thought of the world along philosophical lines, or perhaps as a student of social and economic conditions he shows the way in which society and business should develop. The student type of man, however, quite often does not conform to the executive type. Rather, the executive is a man who makes his decisions quickly, meets changing conditions readily, and puts into effect the result of his knowledge and beliefs.

Athletes as a rule are apt to be men of action, that is, executive, rather than philosophical, meditative or contemplative men of study. While it would be a misfortune, if all the leading men of this country were of the executive type, so it would be unfortunate if all were of the philosophical or meditative type. In a country like this both types are needed. Without doubt, many men of the athletic and executive type are attracted to college because of athletics, and, naturally enough, although the athletes as a class may do better than average scholastic work, it is not reasonable to expect that the football squad will furnish the largest percentage of Phi Beta Kappa scholars or a great proportion of research students. At the same time, there is need in this country for the athletic, executive type of college men, and athletics should not be condemned because the athletes as a class are not universally the best students in college. Our present eligibility rules make it practically impossible for a man with low intellectual capacities to engage in athletics. It would be a mistake for our colleges to insist that only the superior students should be permitted to engage in athletic activities.

In Bulletin 24, published by the Carnegie Foundation for the Advancement of Teaching, the following conclusion relative to the correlation between athletics and scholarship on the part of the athletes is stated: "The claim that athletics seriously interfere with scholarship apparently remains unproved although there is some recent evidence that athletes do not reach fully the levels of intellectual attainment their inherent ability would make possible." Even though it has not been proved that athletics interfere to any appreciable extent with the scholarship of the participating athletes, yet it is frequently maintained that intercollegiate athletics have a demoralizing effect on the scholastic work and attainments of the student body.

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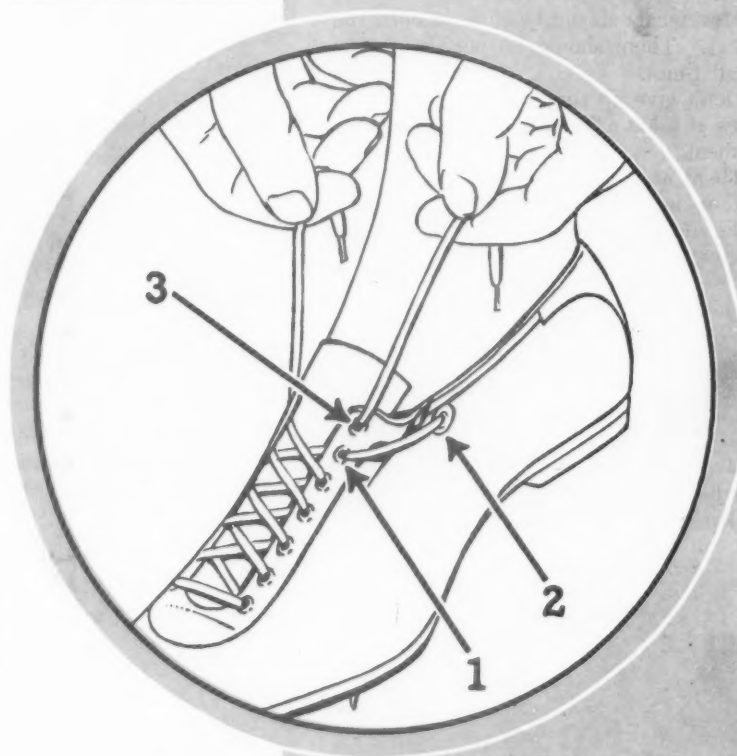
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Advanced Triples Balancing

by Hartley D. Price

Assistant Professor of Physical Education, University of Illinois;
Director of Gymkana Troupe and Varsity Gymnastics

A TRIPLES act should not last more than five minutes to be most effective. It is much better to cut an act short than to carry it on to the point of monotony. It is also important in staging a triples act that the performers learn how to style properly; however, too much styling is as bad as not enough styling. An opportunity should be given after the execution of each stunt for the audience to applaud.

Additional Hints

A good warm-up is needed before trying new or difficult formations.

Movements should be slow, smooth (no jerks). There should be perfect control at all times.

Don't give up too easily on a trick because it takes a long time to master some of them.

There are any number of possible variations in the triples routine. Experience will enable the group to arrange a sequence of pyramids most effectively.

Tricks should be arranged so that no member has to do the same type of press too often.

Save a spectacular pyramid for the finish.

Use only tricks which are mastered for exhibition work.

Work out with professionals or other groups whenever opportunity arises. The exchange of ideas will help both your

THIS article concludes Mr. Price's treatment of Triples Balancing. In the next two issues, *Fundamentals of Pyramid-Building and Ground Pyramids* will be presented. The series in the last two years have covered the subjects of *Tumbling and Handbalancing*.

group and the other groups.

Be observant for ideas in newspapers, acrobatic acts, magazines, in circus, vaudeville, and movies.

Advanced Triples

Several triples have been selected for this article to illustrate advanced work:

Support Front Planche with Handbalance on Back.

Every effort should be made to keep the arms straight. The feet of the man in the planche position should be held slightly higher than his head (See Illustration 1).

Stand on Understander's Thighs with Double Wrist Grip—Top Man in Balance.

The middle man should lean forward and the understander should lean backward. Notice the wrist clasp (See Illustration 2).

Back Lever on Thighs—Handbalance on Wrists (Three Jacks) on Table.

This trick, shown in Illustration 3, may be performed on tables, chairs, barrels, etc., as well as on the ground.

Handbalance on Bottom Man's Feet and Hands.

The balancer on the feet presses first. The man on the hands may kick or press up into his position. In all this ground work, the bottom man should force his scapulae against the mat in order to prevent rolling. Another pyramid may be built with a handbalance on the knees instead of on the feet (Illustration 4).

Three-High Standing.

After a three-high standing (Illustration 5) is mastered, the performers are ready for spectacular and more dangerous stunts. There are various methods of building the three-high. The middle man should keep in mind his position on the underman's shoulders. The simplest method is to mount to a stand from the front on the middle man's feet. Then he should climb around to the back by stepping to the hand of the middle man and grasping his other hand behind his head. The topmounter's other hand must be used on the middle man's head to aid in the lift.

Another way to mount is from behind, springing from a fourth man's shoulders. In this case, the fourth man gives a pitch. The top man holds the hands of the middle man and assists him up by pulling on





the hands.

Another mount from the front is for the top man to reach up to the middle man's hands, crossing his arms; then step into one of the bottom man's hands which can be free for a second. As the top man goes up, he goes around behind. The top man must jump, the bottom man giving him as much push with the hands as possible, while the middle man has to lift. This trick cannot be done slowly and requires much practice. It is a very spectacular mount.

There is still another mount: From a three-high sitting, the middle man stands up. This is accomplished by the middle man putting one foot in the bottom man's hand while he gets the other foot on the bottom man's shoulder; then, the standing up merely depends on the strength of the middle man's legs. The same proce-

dures is followed to get the top man in a standing position.

There are several other possible ways to gain a three-high, but these are the easiest and most often used.

Three-High with Top Man on Thighs of Middle Man.

A three-high with top man on the thighs of the middle man is accomplished quite



easily from a three-high standing. The top man sits down, puts his feet on the thighs of the middle man, and stands up so that the middle man can duck his head to the rear (Illustration 6). The middle man compensates his balance backward as the top man leans forward into position.

Three-High with Top Man in Swan Position.

A three-high with the top man in a swan balance is more difficult. The top man faces the opposite way while standing on the middle man's shoulders. By grasping the middle man's wrists, he can make the trick easier. After he is balanced, he can extend his arms in the swan position (Illustration 7).

Three-High with Top Man in Handbalance Position.

A three-high with top man in a handbalance is a very difficult stunt and should not be attempted until all members feel they are prepared. The top man can press from a stand or from a half lever position, depending on which method proves easier for him.

Two-High on Feet of Under Man.

In the two-high, shown in Illustration 8, the middle man must be accustomed to standing on the feet of the under man. It is better to jump to the foot-to-foot position, although it is possible to climb into the position. The third man stands on the underman's hands which are on the floor. The middle man pulls him up, the bottom

man assisting, so that he can stand on the top of the middle man's feet. The mount to the middle man's shoulders is the same as the first method given for attaining a three-high standing. All the other three-high tricks are possible, but the mounters should keep in mind the fact that the base is smaller because the bottom man cannot move as he can in the three-high standing position. The moment that there is much leaning forward or backward, the top man must jump.

The author wishes to thank John Cress and other members of the Gymkana Troupe for their assistance in the preparation of these articles on triples balancing.



Goal Throwing in Water Polo

By James R. Smith

Swimming Coach, Fullerton Junior College
Fullerton, California

GOAL throwing is without a doubt one of the most important phases of the game of water polo. Without players who have the ability to shoot, a team cannot hope to win.

Beginners have difficulty in holding the ball and picking it up from the water, but by constant practice over a period of time they can develop their ball-handling technique to a high degree of efficiency. Good players know how to lift the ball easily

throwing the ball must be carried through in a light and elastic manner. The movements must not be stiff and cramped.

Necessary Requirements of Throwing Technique

1. Learn to throw quickly and unexpectedly. 2. Raise accuracy in shooting to a maximum. 3. Give the opponents as little opportunity as possible of interfer-

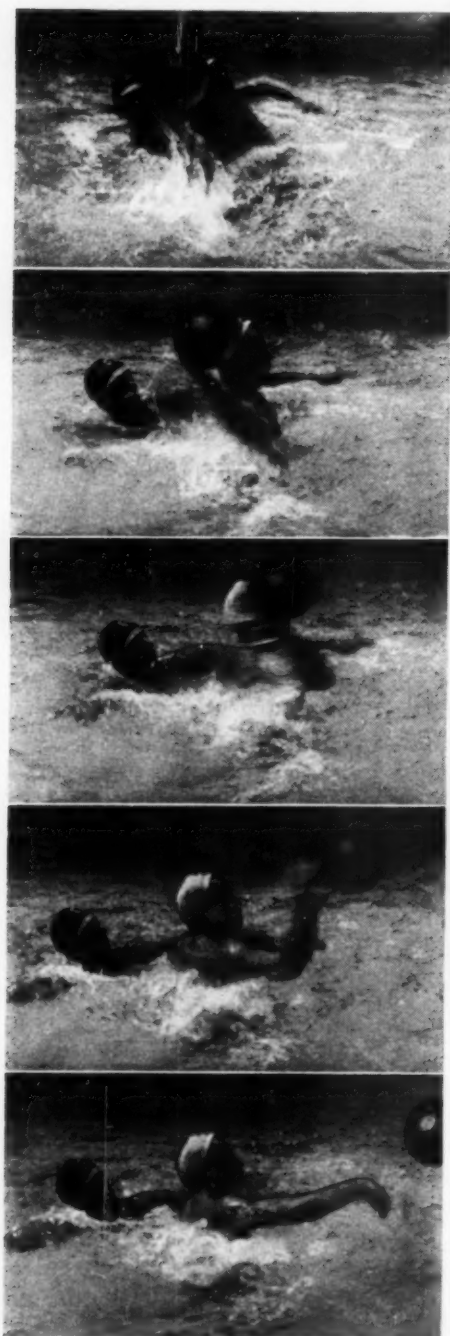


Illustration 1

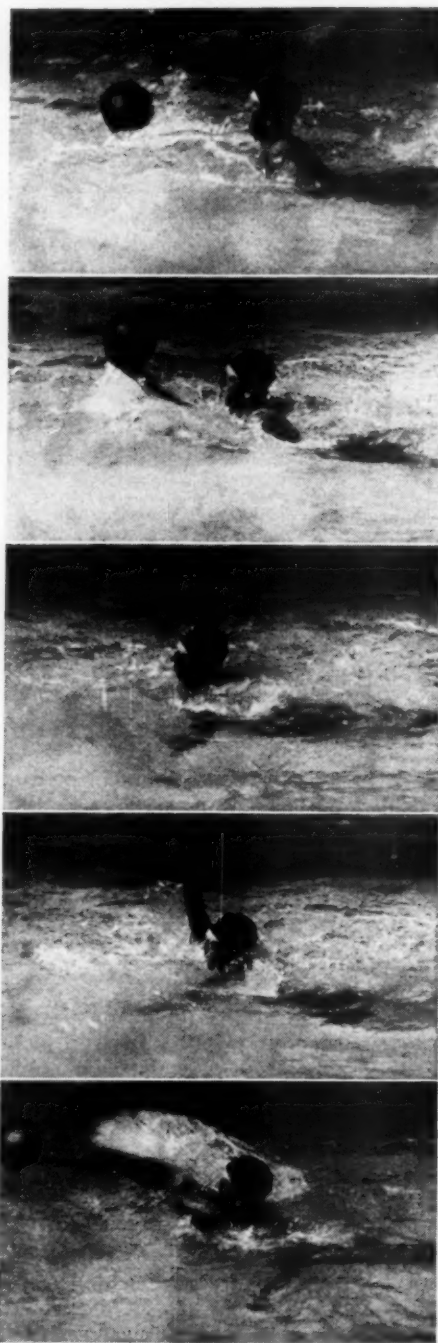


Illustration 2

from the water and play it further by light movements of the wrist and finger tips. They are even able to catch the ball and pass it on without letting it touch the water.

The modern throwing technique depends less on the strength of the shoulders and upper arms than on the speed and accuracy of throwing with the loose wrist and elbow joint. The power in this latter type of throw comes from the forearm and hand muscles. All movements in handling and



Illustration 3

ing with the throw. 4. After mastering the fundamentals, practice shooting from under game conditions.

Among the different types of shots to be learned, either the right or left-hand, are the following: front shot; front lay-out shot; back lay-out shot; side-arm shot; catch shot; backhand shot; push shot; bounce shot; scoop shot; bat shot; scoop and bat shot; tip shot; shove shot.

The Front Shot

The plain front shot is used by most

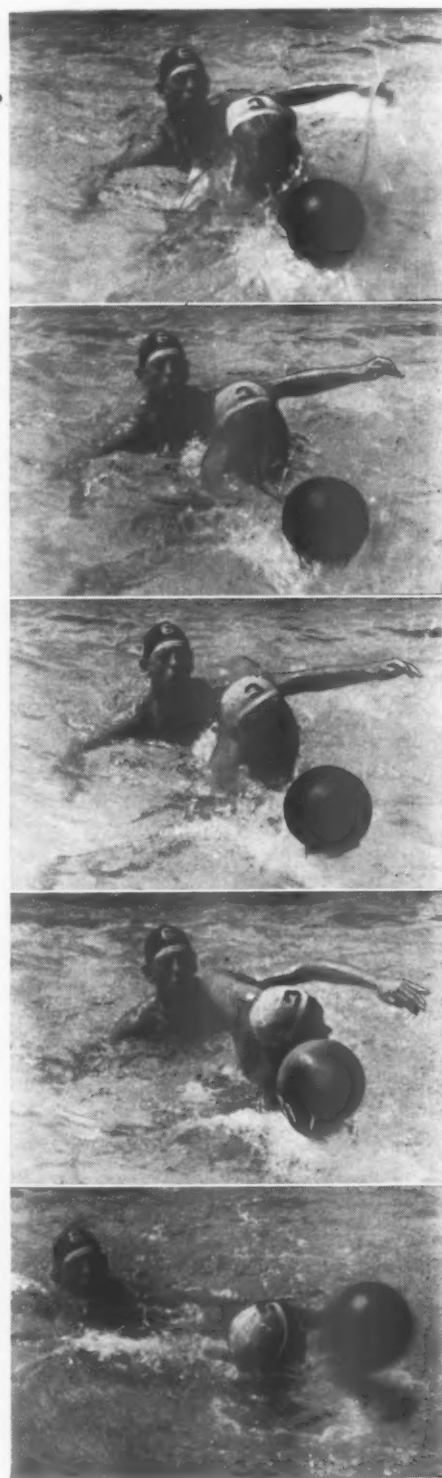


Illustration 4

players to good advantage. It is perhaps the most natural shot, but it is admittedly the easiest to block.

From a vertical or treading-water position, the hand is placed on the underside of the ball. The ball is raised upward and backward until it is slightly above the head and directly above the shoulder. The thumb side of the wrist rotates toward the head in a half circle as the ball is brought to this position. The elbow is held shoulder high, in a bent position, and the fingers are spread and relaxed. A powerful scissors kick with the opposite hand pushing against the water raises the player out of the water as he completes the shot toward the goal. The force is applied to the ball by the action of the fingers, wrist, and forearm, while the action of the upper arm and shoulder does not enter, to a great extent, into the throw. The ball is placed in the desired spot by the guiding action of the fingers (See Illustration 1.).

The Front Lay-out Shot

For quick, accurate work close to the goal, especially after a dribble into scoring territory, the front lay-out shot is the best. This shot is executed with the swimmer in a horizontal position, on his stomach in the water. This is not an easy shot for the beginner to master, and at first it is difficult to get force and accuracy into it. A great aid in learning this throw is practice, in the beginning, from a slight side position until efficiency is gradually developed.

From the lay-out position described above, the palm of the hand is placed under the ball and is lifted from the water to a height slightly above the head. At the same time the thumb side of the wrist is rotated in a half circle toward the head, the elbow is bent, and the hand takes a position behind the ball in preparation for the throw. A scissors kick and the opposite hand pushing down on the water raise the body from the water as the ball is shot toward the goal. The action of the wrist and forearm gives the ball the necessary force and the fingers give it direction as it leaves the hand. The ball should be kept in front of the shoulder during the entire throw (See Illustration 2.).

The Back Lay-out Shot

This is one of the most important shots of the game, and it is probably used more often by all players than any other throw. On approaching the ball, or after a dribble, the player, with his body still in a horizontal or lay-out position in the water, his hand, placed under the ball, rolls quickly on his back in preparation for the shot. The elbow is slightly bent. A powerful scissors kick is used together with the opposite hand pushing down on the



Illustration 5

water to raise the body from the water. The ball should be thrown before the arm reaches the shoulder height as this lessens the chance of interference. The wrist and forearm action should be used to supply the necessary power to the throw. When closely pressed by an opponent, it is best for the player to spin the ball in a quarter circle or half circle, before rolling onto his back for the shot. This is probably the forward's best shot. It may be used when he is swimming either toward the goal or away from it, and it may be attempted, as he approaches the ball or for a shot after a period of dribbling (See Illustrations 3 and 4.).

The Catch Shot

This shot requires a short and accurate pass that allows the receiver to catch the ball in the air and throw it toward the goal, without having it touch the water. It is best, especially with beginners, to have the ball passed in a slight arc, as it

is easier for them to catch it. As the player becomes more proficient, the ball may be passed with greater speed and in less of an arc.

As the ball comes through the air and approaches the receiver, the hand, with the fingers wide-spread, is raised to meet it. A powerful scissors kick and the opposite hand pushing down on the water raise the body from the water at the instant contact is made. The hand is allowed to recoil to take up the force of the throw. Then with the motion described

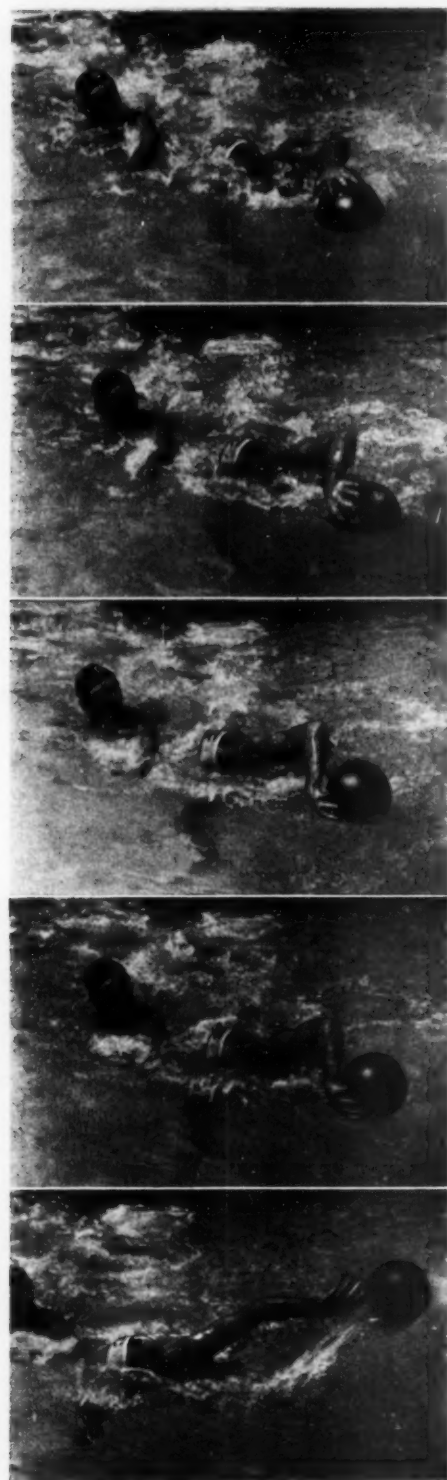


Illustration 6

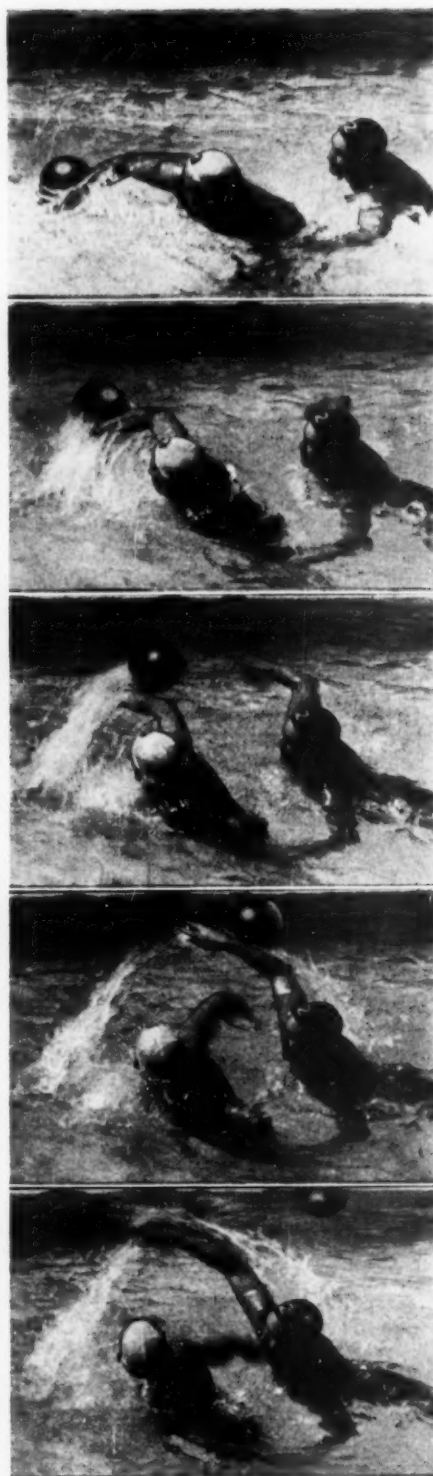


Illustration 7

in the plain front throw, the ball is thrown toward the goal, before the body has had time to sink into the water again (See Illustration 5.).

The Side-Arm Shot

This is another possibility for a short shot close to the two-yard line, directly in front of the goal. The hand is placed on top of the ball and the ball is preased into the water and immediately released. As the ball rebounds from the water, it sticks to the palm of the hand and allows

the hand to get behind the ball. The thumb side of the wrist rotates toward the head to allow the hand to take this position. As the ball clears the water slightly, the pressure for the throw is applied by the finger, wrist and forearm action. The distance gained depends on the practice given to this throwing technique. It is usually used to surprise a goal keeper who is not expecting this type of shot (See Illustration 6.).

The Backhand Shot

This shot should seldom be used during a game, because the thrower does not have control of the direction that the ball will take. It may be used once in a while by forwards in front of the goal, when there is not time to use any other shot. It is

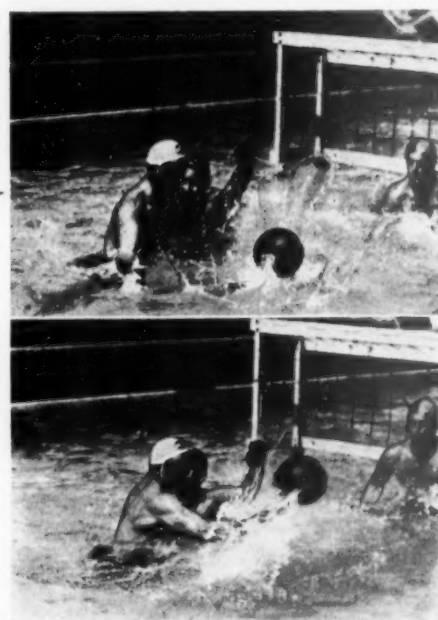


Illustration 8



Illustration 9

especially effective and unexpected, when a right-handed forward makes this shot with the left hand when in front of the goal and close to it.

As the ball hits a spot on the water in front of the thrower, his hand is placed on top of it and the ball is pressed into the water and immediately released. As it rebounds from the water, the wrist of the player is rotated in a half circle to allow his hand to get back of the ball. Then, as the ball slightly clears the surface of the water, the wrist and forearm

muscles are used to flip it quickly toward the goal. It is best that the player does not use his upper arm and shoulder to any great extent in executing any of these throws, as the ball must travel a greater distance in possession of the thrower before it is released. This allows more of an opportunity for blocking the throw by opponents (See Illustration 7.).

The Bounce Shot

This is another shot that requires a special kind of pass. The pass should be rather short and thrown in a high arc, so that the ball will bounce from the water. After a slight hesitation to allow for the re-bounce, the body of the player is raised out of the water in the same manner as in the push shot. The hand is placed behind the ball and it is flipped into the goal by a wrist and forearm action (See Illustration 8.).

The Scoop Shot

This shot requires the ball to be passed to a spot on the water within easy reach of the thrower's arm. The player making the shot may either face the direction from which the ball is passed or he may have one side turned toward the ball. In the first position, the player has the option of playing the ball with either hand, while in the latter position, only the hand that is closest to the ball can be used without additional body maneuvering.

As the ball is about to strike the water within reach of the thrower, the body is raised from the water with a strong scissors kick. The hands are kept slightly under the surface of the water, and the instant that the ball strikes the water, the hand is placed under it and back of it, and the ball is scooped toward the goal. This is accomplished by the player following through with his hand back of the ball and his arm coming out of the water to aid in giving the ball force and direction. The ball may be scooped over the head or toward the opposite shoulder. If done exactly right, the ball is thrown toward the goal with hardly an instant's pause at the spot where it touches the water (See Illustration 9.).

The Push Shot

The push shot is very effective for deceptive two or three-yard throws at the goal, (1) when a player is closely pressed by an opponent, (2) when he has maneuvered himself into a chance to shoot by dribbling the ball into scoring territory, or (3) when he approaches a free ball in front of the goal. In any of these cases, the push shot is one of the best, because the action of the throw occurs in front of the shoulder, where the possibility of being blocked from behind is reduced to a minimum. As the player finishes a dribble or approaches the ball, he places his hand

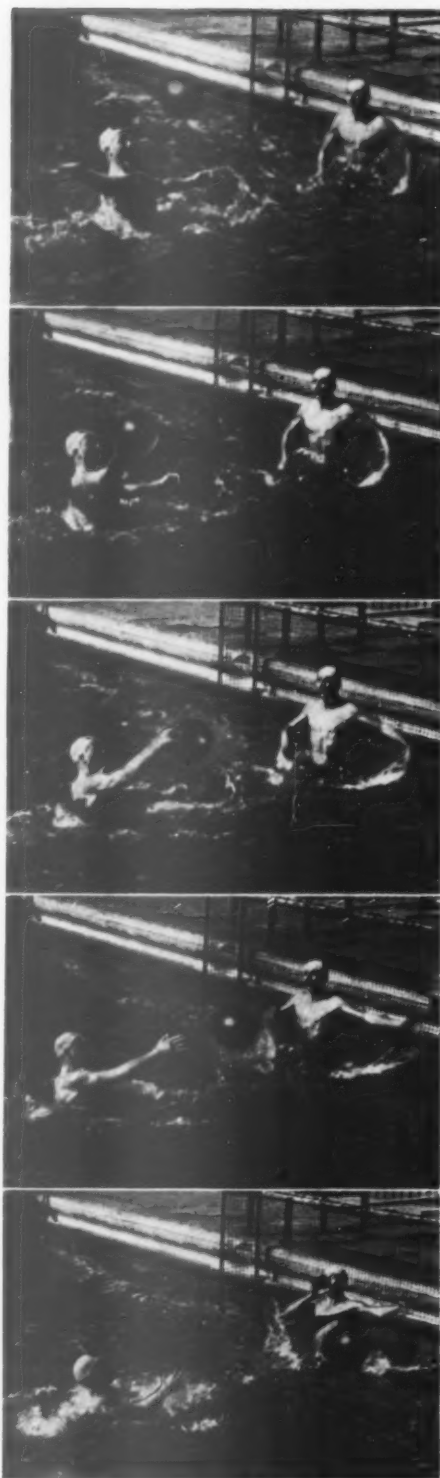


Illustration 11

on top of it, presses it lightly into the water, allowing his hand to assume a position behind it. In the process, the heel of the hand is rotated toward the underside of the ball to allow the hand to take this position. As the ball clears the surface of the water, it is pushed into the goal by a wrist snap and forearm action (See Illustration 10.).

The Bat Shot

This shot is similar to the push shot.



Illustration 10

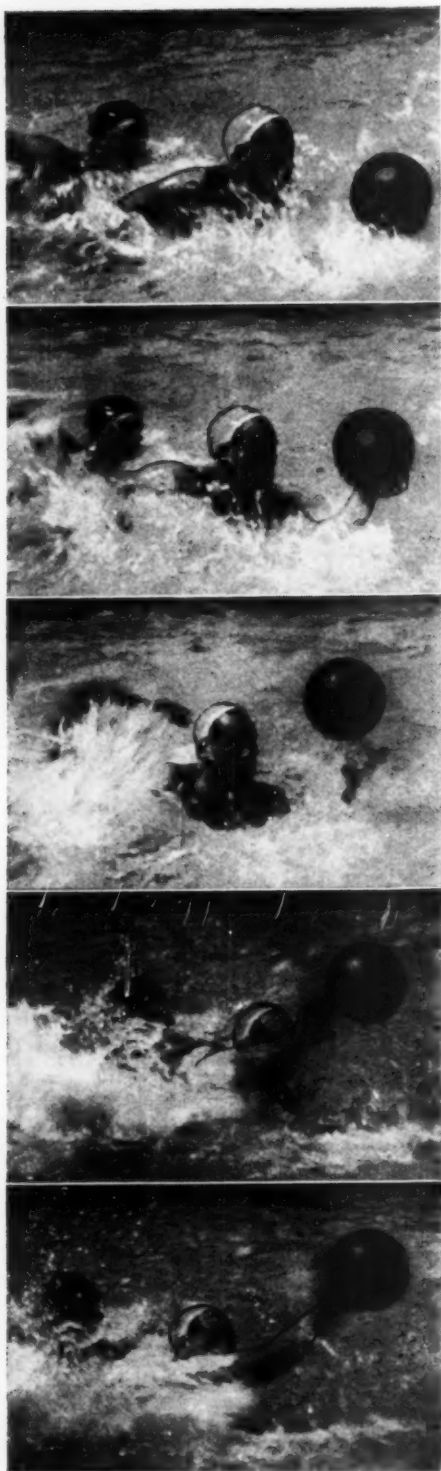


Illustration 12

The player, instead of allowing his hand to stick to the ball an instant so that it can be *shoved* into the goal, *slaps* it toward the goal with the palm of the hand. A strong flick of the wrist is used to give the ball the necessary force. The cross-field pass should be used to feed the man taking the shot. The shot may be varied by the player passing the ball high or close to the water. In each case, the scissors kick and the opposite hand should be used to raise the body from the water at the proper time. This is a good shot that may be used occasionally by a for-

ward when the ball is received on a pass from the opposite forward. It is especially effective when executed from a free throw after a foul has been called (See Illustration 11.).

The Scoop and Bat Shot

When a player, dribbling in toward the goal is closely pursued by an opponent and a quick deceptive trick shot is required, the scoop and bat throw is very effective. The action takes place entirely

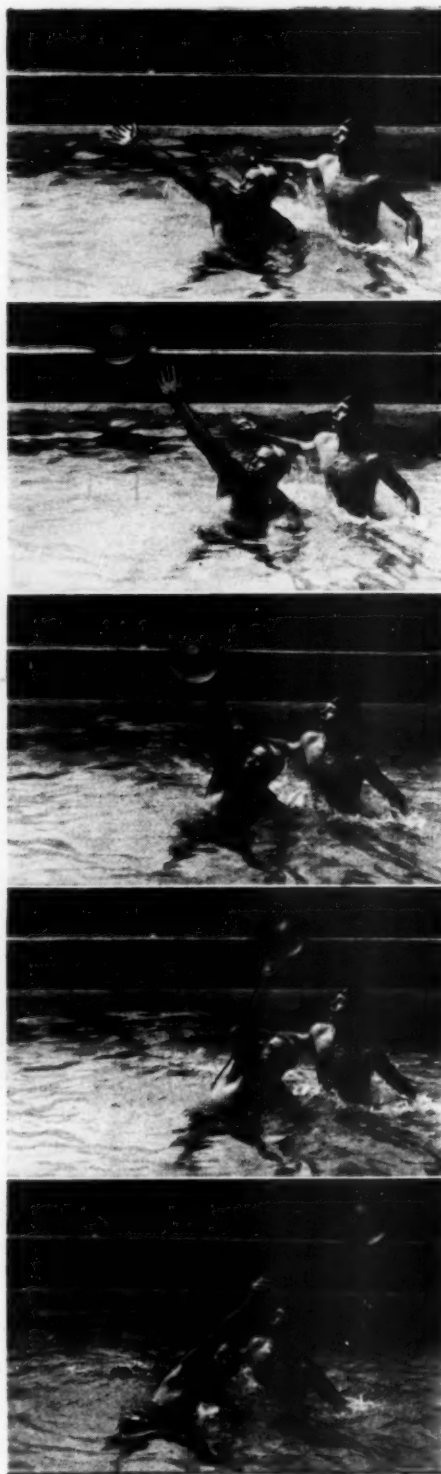


Illustration 13



Illustration 14

in front of the thrower's shoulders and for this reason, the shot is hard to stop from the rear. It is a trick shot and will take the goal keeper by surprise, if it is attempted at just the right time. However, it is a very difficult shot to perform, requires considerable practice, and should not be used too often.

The dribbler should approach the goal as closely as possible, and as the goal keeper is about to jump to block the intended shot, he should place the back or palm of his hand under the ball. It is then lifted into the air slightly above the

surface of the water, and instantly slapped into the goal with the palm of the hand. It is illegal for the player to use the fist for this shot. The shot should be executed from a lay-out position in the water, and worked into the regular swimming stroke without the player hesitating to get set (See Illustration 12.).

The Tip Shot

This shot may be used occasionally with a certain degree of success, as a surprise shot. If it is attempted too often, its effectiveness diminishes with the number of times tried. It is estimated that about one out of every six shots of this type is successful. A team cannot hope to win consistently by depending too much on this shot.

The throw is executed by a player who is in a position in front of the opponent's goal and close to it. A fast pass from a

team mate up-field is thrown toward the goal as in a goal throw, but within reach of this hole man. The ball should be thrown, so as to clear the water from one to two feet. As the ball approaches the hole man, he should rise out of the water with a quick scissors kick and deflect the course of the ball by touching it with the palm, with the finger tips, or with the back of the hand. A goal may also be scored in this way by the player touching the ball with his head, feet or arms. The success of this shot depends upon the ball changing direction after being deflected by the forward, and upon the goal keeper being taken by surprise.

Most shots of this type, executed from a free throw are illegal, as the ball must be played by two or more players with the palm of the hand. *Touching* the ball with the back of the hand, finger tips, or other parts of the body is not sufficient as this does not constitute *handling*.

This is shown in illustration 13.

The Shove Shot

In a way this shot is similar to the catch shot, but requires a particular type of pass from which to execute the throw. It should be a short, easy cross-field pass in front of the goal. The player executing the shot should either be facing the goal or the direction from which the ball is to be passed. As the ball approaches through the air, the player should rise out of the water, by a powerful scissors kick, with his opposite hand pushing down on the water. From this raised position his hand with wide-spread flexible fingers is placed behind the ball while it is still in the air. It is then pushed into the goal by a wrist and forearm action. The fingers guide the ball to the determined spot as it leaves the hand (See Illustration 14.).

Play of the Defense in Ice Hockey

(Continued from page 17)

tionary position. To accomplish this, the player must swing his hands, stick, arms, and shoulders quickly to the side and take short, quick steps to pick up the necessary speed (See Illustrations 1, 2, 3 and 4.). Considerable time should be given to this drill every day. Which defense position he should play may be decided, by discovering to which side the player can turn more easily and quickly. If he can turn more quickly toward the left, he should play left defense. The ideal arrangement, however, is for a coach to have a player who shoots right, play right defense, if possible, as this facilitates his attacking strength especially in the new five-man style of offensive hockey (See Illustrations 5 and 6.). It is an excellent plan for players to seek to improve their turning ability on their weak side, as opponents will quickly observe any weakness and capitalize on it.

It is vital that the defense be proficient in the use of the legal body-check. They should be taught to forget the puck entirely in acquiring this skill. It is a good plan for them to practice several days without a hockey stick in their hands, so as to enable them to forget the puck more easily. The value of body-checking is easily seen when it is pointed out that, if the defense player attempts to get the puck and misses, which is often the case, the carrier gets by him and is in position to score. On the other hand, if the body-check is used, it does not matter whether the puck gets through or not, as there is no player to put it in the goal. The forward line can try to intercept the puck on passes by the opponents as they still have the defense behind them, but the defense should rarely do this, for if they miss, it is an almost certain goal. In

using the body-check, it is important to employ only the upper part of the trunk from the head to the hips, above the knees of the opponent. It is also important that the defense player does not take more than two fast steps toward the opponent, charge him from the rear, or cross-check him (See Illustrations 8, 9 and 10.).

As the puck-carrier advances, the defense man must remember never to dive toward him. This would make it easy for the carrier to swerve quickly to one side and eliminate the defense player from the

play. Instead, he should wait until the carrier indicates in which direction he is going to move and then skate quickly toward him with quick running steps, as described above. It is important for the defense, if possible to turn the attack toward the side of the rink, where the danger of scoring is greatly lessened. When watching the approach of a carrier, it is necessary for the player to watch his hips. It is much more difficult to make any fake with the hips than it is with the head, shoulders, or with the puck, all of which are favorite maneuvers used by clever forwards to deceive an opposing defense player. In teaching the defense player to watch the hips it is also worthwhile to teach him something about split vision or the art of seeing more than one thing at a time. By use of this art, the defense player can also see the puck and, in addition, he can observe what other opponents are in the immediate vicinity of the play. All of this helps the defense decide what he will do at that particular time.

The defense must learn how to poke-check. This is the process of lunging out with the stick and poking the puck away from a carrier. Some players become so proficient at this, that they succeed in picking up the puck quickly and thus get the jump on the opponents. In using this poke-check or its variation, a quick sweep of the stick to one side or the other, it is very important to use what is called the long stick (See Illustration 11.). This means that the stick is held at the end of the handle and the player reaches out the full length of his arm and sweeps the blade of the stick in a wide arc across the path of the disk, as it comes into range. The first attempt usually results in failure



Illustration 8 shows a shoulder-check by the defense player. This is illegal because the player's stick is held so that it will trip or hold the puck-carrier. If the defense player's stick were behind the puck-carrier, the check would be legal.



Illustration 9 shows an illegal knee and leg trip by a defense player.



Illustration 10 shows a cross-checking by a defense player. This is dangerous and illegal. It calls for a minor penalty of two minutes.

because many times the player does not use the full sweep of his stick and arm, or his timing is poor on the execution of the sweep. As the player finishes his sweep, he can also swing his body around toward the opponent and thus check him much better with this added impetus gained through his sweep. Some defense players go even farther and sweep the stick from side to side, as the attacker comes toward them. This is apt to cause the carrier to commit his direction earlier, which then makes it easy for the defense player to head him off or take the puck from him.

The normal position of the defense players is about ten feet inside the neutral zone in the middle of the rink with a space of about ten feet between them (See Illustrations 6 and 7.). Of course, if the puck is at the far end of the rink, they can proceed up the rink and then, when the attack comes toward them, they can begin skating backwards. The momentum picked up here will aid them when they have to turn to one side or to the other to break up the attack. It is a good plan for them not to retreat too quickly or too far back over their blue line. First of all, if they retreat too far, they will draw too close to the goalie thus obstructing his vision. But far more important, they will allow the attacking center to get into his attacking zone where he can stop, and then, when the defense players move forward to take the puck from him, he can pass it through them to one of his forwards who has slipped

around behind them. The final reason for not retreating too close to their goal is that it permits the opponent to shoot from close in, making it difficult for the goalie to stop the shot. The correct place to stop the attack is right on the blue line and, as the defense retreats, this fact should be kept prominently in mind.

The defense players should seek to coordinate their efforts early in the season and to become familiar with each other's style of play. They should learn to back each other up and to cover up each other's weaknesses, as far as possible. They should move up and down the ice as a unit, depending upon the position of the puck. When a carrier is attempting to circle around them, the player nearest the carrier should turn quickly and pick up speed to close in on the puck-carrier to check him, and his team mate should turn and skate diagonally to the rear to head off and intercept the opponent, if he successfully gets by the first defense player



Illustration 11 shows a defense combination illustrating the long-stick sweep as the puck-carrier comes into range. As the players sweep the stick in the direction in which the puck-carrier goes, they also swing their bodies into his body, thus checking him.

(See Illustrations 1, 2, 3 and 4.). It is important for the defense to know when to body-check and when not to do so. If one player is advancing alone with the rubber, it is sometimes a good trick to have the defense spread unusually wide, to lure the opponent into thinking that he can split the defense, and then, when it is too late for the carrier to see his mistake, he finds himself wedged between the defense which has quickly closed the opening (See Illustrations 12 and 13.). However, if there are two forwards attacking with the puck, the defense should attempt to turn the attack toward the side of the rink. They should stay together as a unit until the carrier commits his direction or passes the puck. Then they should either body-check the carrier, or instantly skate to whichever side the puck has gone. The most difficult position, in which the defense can be, is that in which there is a complete forward line of three attackers, sweeping down the ice with the disk. Here again it is important for the defense to force the attack toward the side, but in this case it is impossible for them to play man-to-man or to body-check successfully.

The best plan is for the defense to keep parallel, as they retreat and to try, if possible, to make the attacker pass early and thus confine their attack to one side of the rink, where it is relatively easy to stop it. One way to accomplish this is for the defense men to wave their sticks from side to side to disconcert the attackers; another way is to pretend to dive out for the puck or to poke-check it.

The defense should be alert to discover which way the opponents usually cut when approaching with the puck. Certain players, and often very good ones, get into the bad habit of always cutting in the same direction. Consequently, early in the game this should be observed and used to advantage. There are many little tricks in this category such as noting the type of shot used by the attackers, whether they take a long time to shoot or whether they use the snap shot or baby the puck a great deal. A good defense player will always try to prevent an opponent from getting his shot off by speeding up his play. If it is impossible to stop the actual start of the shot, it is a good idea to hurry the opponent into shooting before he is ready, thus spoiling his aim and taking away much of the power of the shot. However, if it is impossible to



Illustration 12—The defense players have purposely spread widely apart to invite the puck-carrier to skate between them. Note how they are intently watching his movements to discern as quickly as possible which way he intends to go.



Illustration 13 shows that the puck-carrier has taken the lure and has attempted to split the defense. Note how effectually the defensive men have him trapped with their bodies, giving him a severe body-check with their shoulders.

prevent the shot from getting off, players should try to stop the rubber with their body, arms, or shins. In doing this it is important to stop the puck squarely, as a deflection is the hardest shot for the goalie to stop, because he is unprepared for it. If the defense player is far enough away to catch the puck, he should do so, by all means. Whenever a shot is made at the goalie, it is a good plan for the defense to shout, "shot!" "shot!" to prepare the goalie as, sometimes, his vision is blocked and he may not be ready for the shot. The defense men should never try to stop the disk with their sticks as this is too difficult and may help deflect the puck into the goal. It is far better to let the goalie handle the puck on these shots without any hindrance or danger of deflection. The defense should always make an effort not to obscure the vision of the goalie, by advancing upon him so that he cannot see the attacking shot. This is especially true in mix-ups directly in front of the goal. Whenever the disk is in a dangerous position in front of the goal with the opponents pressing in, it is a good idea for the defense men to sweep the puck quickly to the side of the rink, especially if they have any doubt as to their team mates getting possession of it before the opponents.

One of the most difficult things to teach young defense players is that of covering the opponents in front of the goal. Usually when the defense men force the attack to the side or to one corner of the rink, the first instinct of both of them is to go right in after the puck. This is fatal, as the attacker will then pass the rubber out to a team mate and a goal will result. Instead of allowing this to happen, the defense player on the side in which the puck is located should go in after it, while the other should look up instantly, see which opponent is in the best position to receive a pass and score, and immediately cover him. In covering an opponent, the rules permit contact but forbid any vigorous pushing or checking of an opponent without the puck. In covering an opponent, the player should be sure to skate up close to him so that he can get his stick close to his and prevent him from scoring on a pass-out. He should keep between his opponent and the goal, thus being better able to observe his movements. Some coaches have tried to teach the defense player to keep between his opponent and the puck but, in that case, he must keep turning around to see where his opponent is, thus taking his eye off the puck and losing track of the play. In the former method the defense player can, with his split vision, keep his opponent and the puck within his range and, when the pass is made, he can instantly skate forward, intercept it and be off down the ice, before the opponents are aware of what he is doing.

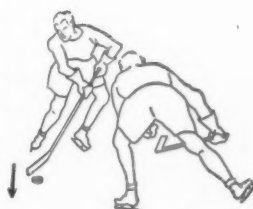
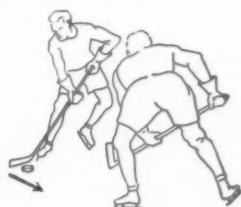
(Continued on page 43)

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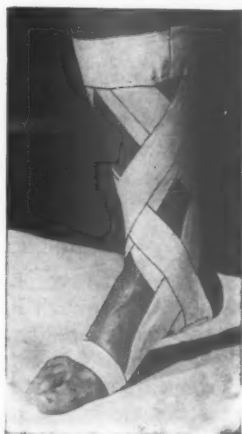


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Are College Athletics Commercial and Is it Necessary to Subsidize Athletes to Produce a Winning Team?

By John L. Griffith

IN the November issue of this publication, we presented a statement of facts regarding the administration of athletics at the University of Minnesota. In this article we shall discuss the department of athletics and physical education at the University of California, another of the large universities that possess huge stadia, that have taken in large sums of money at football games and have won consistently over a long period of time.

Although my purpose in getting information about the University of California was to find out just what part football plays in college life at that institution, one of the four largest universities in the country, I found that the primary emphasis was not on the size of the gate receipts for nine fall Saturdays but on the scholastic attainment of its faculty.

The Academic Standing

Here are the facts of which they are proud. Four years ago the American Council on Education in Washington, D.C., with the cooperation of a score or more of learned societies, sent questionnaires out to several thousand of America's greatest scholars, asking each of these distinguished men to designate the institutions that he considered to be distinguished or adequate in his own field of teaching.

Returns from these questionnaires showed the University of California to be one of the highest ranking institutions in the country. As regards the number of distinguished departments alone, the survey showed California to be second only to Harvard.

The rating of the leaders is shown below:

In passing from the academic to the athletic picture, we find the University of California not unlike the other great

universities. A great interest in sports is found in many California universities and colleges. This may be attributed partly to weather conditions. In football, which will be our main interest in this article, there are few Saturdays when bad weather keeps the crowds away. Attendance ranks favorably with that in any other conference or, perhaps, is better than in most conferences.

Spirited competition and rivalry bring about insistence for winning teams, but certainly in the case of California there is no evidence of the evils that today's critics of football are ascribing to the large colleges with championship teams.

One of the most common charges leveled against universities and colleges with winning football teams is that of recruiting athletes. The implication of the word as interpreted in the public mind runs the range from simple persuasion to outright offers of cash.

It would be rather surprising if alumni of any college or university did not attempt to persuade outstanding students to attend the school of their own choice, and the students thus recruited are more often just the plain run of the mill variety than boys with outstanding athletic records.

The truth of the matter is, it is in the field of scholastic attainment that the University of California may be adjudged most guilty of this great crime of recruiting. The Berkeley institution through its alumni association now offers more than 100 scholarships each year to entering freshmen who have residence within the state. These scholarships are based on (1) scholastic attainment in high school, (2) need of help, and (3) evidence of potential leadership. For the academic year 1936-37 a study of the records revealed that of 118 students who had been re-

cipients of these awards, only two students won letter awards in athletics. It was also revealed that one of these two athletic-award winners had also gone on to win election to Phi Beta Kappa for outstanding scholastic work, the chief basis for the original award. This, then, is recruiting at its best.

That is one side of the picture. It is obvious to all, that enthusiastic alumni and those connected with the athletic program at any university attempt to persuade the high school star that his college has far more advantages than any other. This is only human nature at work. The seeking out of athletes becomes an evil only when special inducements and favors, cash or otherwise, are offered to the athlete trying to make up his mind.

The University of California does not offer nor does it approve of offering special rewards to the boy of recognized athletic prowess. The university believes that the athlete should be given the opportunity, and helped if necessary, to find legitimate part-time employment. The university feels this way about all of its students, and to this end operates a Bureau of Occupations which last year filled 8,500 part-time jobs for students. Miss Vera Christie, a trained personnel worker who directs the University's Bureau of Occupations, estimates that at California seventy-five per cent of the undergraduate male students need some kind of part-time employment to help finance their way through college.

Employment for Athletes

Football players are no exception to this rule. Thirty-nine players were listed on the 1938 California varsity roster. Of this number all but four players hold part-time jobs during the school year. Their jobs are the ordinary ones that any college boy might hold. This is what thirty-five of the thirty-nine football players on the California football team did this fall to help pay their expenses: service station work, 3; garage attendants, 4; janitorial work, 5; clothing-store salesmen, 4; house managers, 2; waiting on table, 3; milk

Harvard	.....	23	distinguished departments	6	adequate departments.	Total	29
California	....	21	"	10	"	"	31
Columbia	....	21	"	7	"	"	28
Chicago	.....	21	"	5	"	"	26
Wisconsin	....	17	"	14	"	"	31
Cornell	.....	16	"	11	"	"	27
Yale	.....	16	"	10	"	"	26

company representative, 2; drug store work, 1; gardener, 1; soda fountain dispenser, 1; and salesmen representing various concerns and businesses, 9.

The average wage earned by these boys is 40 cents an hour; the average monthly income from these jobs amounts to \$20.00 a month. Jobs are furnished in almost all cases by private employers in the San Francisco bay region and any employer not satisfied with the work being done is requested to dismiss his student employee. This is a far cry from stories so often circulated about boys getting \$50.00, \$75.00 and even \$100.00 or more a month for raising or lowering the window shades in some classroom, or running a lawn-mower once a week through a 2-4 plot.

Scholarships Available

The University of California has no athletic scholarships as such. There are awarded annually, however, the proceeds of the Andrew L. Smith Memorial Scholarship fund. These scholarships, made possible through money left by California's famous "Wonder Team" coach, are available only to senior students. Four seniors on the 1938 squad received \$185.00 each. These scholarships can hardly be construed, therefore, as an inducement for a high school student to attend the university. They, in fact, have been approved by the Pacific Coast Conference. The university had available for the year 1938-39, 334 scholarships offered to students in the university in open competition, outstanding scholarship in almost all cases being the chief requisite. In no instance during the fall of 1938 was one of these scholarships made available for any football player on the varsity squad.

During the past four years, which period constitutes the regime of Leonard B. Allison, present head football coach, the University of California football teams have made an enviable record in competition in the Pacific Coast Conference. During those four years California has won the Pacific Coast Conference football championship once and tied for the title on two occasions. Over the period of four years, California has lost only five conference games, or an average of $1\frac{1}{4}$ games a year, which stands as the best record of any Pacific Coast Conference team.

The Personnel of California Football Squads Are Californians

This record was made with football squads, the personnel of which was made up of players whose homes were in the state of California. It is the rare exception to the rule to find any one but California players on California football teams.

Official university figures show that out of the total student enrollment, 1,852, or 11.8% of students at the university, are from out-of-state. During the past two

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THURSDAY, DECEMBER 8, 1938

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into small bits and frozen so that it suits our wishes. In a camera with Jones's darkened room. In front of a shutter open. Speed exposure of a golf swing without light without the range with their 1,500 sec. of movement the source. was the 166 feet a second.

THE NEW YORK SUN, THURSDAY, DEC 8, 1938

Camera Dissects Golf Stroke

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By WILL WEDGE.

Time was being chopped into small bits and frozen on Fifth avenue yesterday. It seemed a reckless and extravagant diversion, a little time left for showing Christmas galloping near the end of the year, or even serve it a la mode. Time is precious, and trying to freeze does not help. Now it would be different. Time would be frozen so that nothing could be lost, and nothing would change or grow. Scientists cannot do this. It should be explained at the start. A group of scientists had frozen time into pieces and that the demonstration and the interests of new photography. By this method, many field studies can be learned about many field studies.

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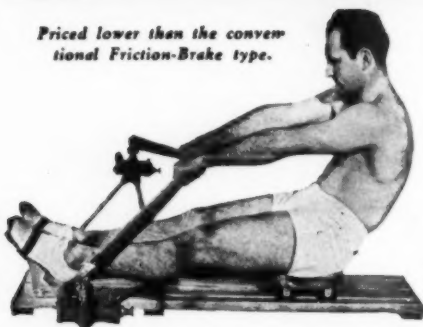
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years while California was either winning or tying for the conference championship, there has been only one out-of-state player on the squad. Over a longer period, a check of the squad rosters reveals that in the past ten years there have been only seven out-of-state football players on California varsity teams.

Certainly the charge that large universities with winning football teams must recruit their players from distant states and from the nation's leading high school teams is shown in a ridiculous light by these figures.

It might interest the average football critic to be told that football coaches and graduate managers at the University of California are employed by a committee composed mainly of students who serve as the elected or appointed representatives of California's large student body.

Unlike many other colleges, the University of California has no athletic association proper. Instead, a student association, known as the Associated Students of the University of California, sponsors all athletic events. Intercollegiate and other sports' contests are but part of the many activities sponsored by the association. Publications, dramatics, forensics, women's athletics and all other organized extracurricular activities are under the sponsorship of this student organization.

In the interests of good business, affairs of the association are carried on by a general manager, who must always be a graduate of the university. The general manager always acts subject to the approval of, or upon the voted authority, of the student dominated executive committee, which derives its authority from powers delegated to the student government by the President of the university.

Funds derived from all student activities are received and administered by the Associated Students. Football, as is the case in most colleges, annually yields the greatest profit, although other non-athletic activities, such as the student store and student publications, bring in yearly

profits to the association.

Physical assets of the Associated Students include a stadium built at a cost of \$1,400,000.00, a student union building and a publications building, costing in the neighborhood of \$500,000.00, athletic fields costing \$1,250,000.00 and other facilities which bring the total physical assets of the association to a figure approximating \$3,500,000.00.

Indebtedness of the association at the present time amounts to \$173,000.00, and of this amount \$150,000.00 was recently expended for the reconstruction of the student union building. The remaining \$23,000.00 is owing on the \$1,250,000.00 athletic field development contracted in 1930. Since the average yearly net profit of the association has been more than \$100,000.00 during the last ten-year period, the soundness of the financial structure of the association is apparent. No charge has ever been aimed at the university that winning teams are a necessary evil to pay off any huge indebtedness, since the association is a thoroughly solvent institution.

For more than a decade, football has attracted huge crowds to California's Memorial Stadium. Big attendances mean big receipts, and football naturally constitutes the bulk of the association's income.

Since football receipts normally bring in from 60 to 70 per cent of the net profits of the association, the erroneous viewpoint has spread that money derived from this source is used solely to further the promotion of this sport. Records show this to be far from the case.

At the Berkeley institution, students and public alike are not required to guess how the money that comes into the association's coffers is spent. All that one has to do is to read the annual report. The constitution of the Associated Students makes it mandatory that a yearly report of the activities of the association be published with a detailed financial statement.

Below, is printed in condensed form the

PROFITS

Athletics	\$206,591.70
General student body	45,023.15
Publications	15,567.19
Store Berkeley	10,166.95
Cafe and field concessions	6,081.00

Total profits \$283,429.99

LOSSES

Stephens Union Building	\$30,679.55
Miscellaneous activities	11,738.89
Dramatics	1,735.77
Eshleman Memorial Building	4,593.36
Women's Athletic Association	2,397.87
Welfare	2,011.44

Total losses \$ 53,146.88
NET PROFIT TRANSFERRED TO SURPLUS..... \$230,283.11

profit-and-loss statement for the year 1937-38:

Lack of space prevents the printing of the more detailed statement. In regard to football, however, the statement shows that football profit, excluding the Rose Bowl game, amounted to \$299,425.61 after guarantees to visiting teams had been paid and deductions made for direct expenses. This profit in turn carried losses in other major athletic activities to the following amounts: baseball, \$6,308.95; basketball, \$4,478.49; crew, \$28,610.04, and track, \$8,082.39. Losses of minor sports activities for the past year amounted to \$10,929.47, an increase due to an expansion of the minor sports' program.

This, then, clearly shows where part of the football income goes. Besides carrying the major sports' activities, football income supports the minor sports such as fencing, golf, gymnastics, handball, ice hockey, riflery, rugby, skiing, soccer, swimming, tennis, water polo, and wrestling.

In addition to the regular sports' program the university has for a number of years sponsored a program of intramural sports, jointly financed by the Associated Students and the university through the department of physical education. Two objectives have been stressed in the intramural program: first, beneficial athletic competition for every interested university student; second, creation of new interest and actual participation by students not skilled in sports. No attempt is made to acquire the finesse or to keep the training necessary for varsity teams. Pleasure, wider social contacts and the character built from friendly competition in skill and strength are considered more important in the intramural program.

Here, then, are the aims and objectives of California's huge intramural program, a program in part made possible by receipts from what the football critics label "as a huge ugly monster devouring receipts and disgorging them in the form of dividends for the semi-professional players who form the winning teams."

Several thousand students are this year participating in the University of California's intramural sports program, with six-man football alone drawing over 400 competitors. Other sports in the intramural program include track, baseball, touch football, basketball, table tennis, golf, softball, wrestling, swimming, boxing, squash racquets, badminton, squash tennis, handball, soccer, water polo, horse-shoes, bowling and billiards.

This is the side of the athletic program seldom heard about and rarely publicized. And yet where there are forty players on the football squad there are thousands enjoying the benefits of the larger athletic program, financed by the one sport that for the present at least is attracting the large crowds and gate receipts.

The University of California is fortunate in having for its president a man



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who competed in intercollegiate sports and who takes a sane view of athletics. No better summary of the situation at the University of California can be given than these words of California's President Robert Gordon Sproul.

President Robert Gordon Sproul's Attitude Toward Athletics

Says Dr. Sproul, "Intercollegiate athletics represent to me an interest that is real and vivid, a phase of its life which binds the university into a social and spiritual unit. The thrill of physical prowess, the influence of clean sportsmanship, the healthy rivalry of well-matched and traditional opponents, the pageantry of great assemblages, are part of the heritage of our race and a rich part of the color and enthusiasm of our American universities. I would not consider eliminating them, no matter how efficient an educational program might hereby be evolved. Frankly, I would be afraid of the kind of men and women who would be attracted by a program thus denatured.

"But when I say these things I am assuming other things: I am assuming that the teams engaged in the contest are in truth representative of the institutions from which they come, not a group of professional athletes hired by well-meaning but misguided alumni and friends. Over California's student athletes I can work myself into a fit of almost sophomoric enthusiasm, but professional football players, whatever uniform they wear, leave me cold and unconcerned. No matter what others may do, I believe that California teams should continue to be made up of genuine students who have been attracted to our campus in a normal way and not by subsidies, scholarships, and special inducements. In other words, I want the teams for which I cheer—win, lose, or draw—to be a natural outgrowth of the university which I love, and not a group of gladiators who have gathered where the pay is best.

"Moreover, I want California's teams to be made up of men whose primary purpose in coming to the university is to get an education, not to take part in a show, and who are actively enlarging the boundaries of their knowledge and understanding of the world, with football secondary and supplemental to that main business. Therefore, it seems to me contrary to any sound university policy and to the best interests of intercollegiate athletics to relax standards so as to admit or to retain athletes or to send teams traveling about the country in the middle of the regular university term, as if their studies were of comparatively minor importance.

"Intercollegiate athletics may count upon my hearty support and encouragement as long as they live up to these standards, of which, too, I believe the great majority of our students and alumni

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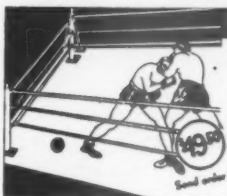
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approve. I ask the alumni to support my position by refusing to take any part in attracting high school athletes improperly or in subsidizing them while in the university. The record of the best institutions shows that neither subsidizing nor recruiting is essential to college sport."

Set-Plays in Basketball

(Continued from page 12)

plaining to his boys the reasons why this or that was done; for instance, this player cut for the hole before the ball was ready to come to him; that player did not fake a cut somewhere else before he made the real cut; that pass was intercepted by the defense, because it was made before the receiver had deployed his defensive man into the right position. The boys will ask the coach, "When do I do this?" "Where do I go?" The result is they have become automatons.

I heartily advocate the principle of a coach letting his boys, with suggestions from him now and then, work out their own set-offense. They will take pride in it, will continually show a coach a new phase of the play that their opponents will not be able to detect. The play is adapted to them, because it originated from their own natural actions. Furthermore, a coach will never have the reaction from his squad that he is trying to force something on them, that they cannot understand.

Here at Lanier we have played our own set-offense for sixteen years and won nine state championships and were runners-up three times. This means that only four years out of the sixteen, we have not played for the championship. Our offense has differed from year to year, but it has always had the basic principle of the set-offense and the slow-break, the changes being made by the boys themselves to suit their ability.

In closing, I would like to say that I believe the set-offense to be the most intelligent and most successful type of basketball.

Why We Use the Man-to-Man Defense

By Ed Flint

North High School, Denver, Colorado

SINCE this article is to be on the subject, "Why We Use the Man-to-Man Defense," I will list a few things that I try to accomplish.

One of the fundamentals that I try to get as finished as possible is that of individual and team defense. Since I have never been able to start basketball until after Thanksgiving, because of football, defense is practically the only thing that I can do much with for the first few games.

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I believe that, if a team can do a few things well, it will win its share of games. On that basis the boys and I try to figure out what we will work on the hardest.

A record of the boys' offensive and defensive performances will cause each boy to try hard to better his own record and to better the records of his team mates. The record, that we have a manager keep of all our game-shots and our opponents' game-shots makes us work hard to do our defensive jobs right. Below is the record:

Player	Field Goals	Attempts Made	%
A, f	24	8	.333
B, f	8	2	.250
C, c	12	6	.500
D, g	6	2	.333
E, g	12	3	.250
F, g	9	3	.333
Team Total	65	22	.340

Player	Free-Throws	Attempts Made	%
A, f	2	1	.500
B, f	3	3	1.000
C, c	..	.	....
D, g	..	.	....
E, g	4	2	.500
F, g	4	3	.750
Team Total	13	9	.682

These charts, as well as a chart of the opponents, are put on the bulletin board. The boys find this valuable in studying the men to whom they are assigned. Our good defensive men get fun out of "kidding" our shot-crazy men for letting their men get shots at the basket. The boys do not want to trade men or screen, figuring they can handle their man better than anybody else. However, we do trade men. This is just a device which I believe stimulates us on defensive assignments.

The stance and drills that we use have all been listed many times in the ATHLETIC JOURNAL. When we see or hear of a new one, we try it. We keep the feet spread, the knees bent with one foot advanced, one hand between the ball and the basket with the other hand low and ready to contact the dribble or pass. Under game situations, we work on the 2 against 2, 3 against 3, and 5 against 5. I think that it is not possible to have a good man-to-man defense and a good zone, so we have chosen the first and vary it to meet our opponents. If the opponents are poor ball-handlers and slow, we play them close, pick them up early and play for interceptions. If they are clever and use a set-offense, we play loose and float a man. In guarding a man, we try to stop his most logical move, and make him do something which is not the natural move for him.

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As I mentioned earlier in this article, our defense is ahead of our offense. We try to get along holding the opponents as low as possible and getting what points we can on the boys' individual ability. After seeing what they can do rather well, I try to place them in formations on the court where they will have opportunities to do what they can do well. That is the way that I have tried to build our offense and defense for the past few years.

As I am supposed to stress defense, I will list further two drills that we use.

The boys work in pairs, one man shooting from around the free-throw line or from a position farther out with a guard between him and the basket. The guard tries to force him to shoot, as he pulls away from the basket, in order to get the shot off, but at the same time the guard keeps in a position to stop him from driving by for close-in shots. If the man gets his shot off, the guard wheels and gets in position for rebounds from the backboard.

In the second drill, I place two guards on two offensive men and let them do everything that they can to score; they pass the ball out to me at the edge of the circle and I return it when they are open. The offensive men force quick trading of men, by cutting close or coming out farther, faking and driving in, or shooting, giving a guard every situation to cope with. The drills are about all that we work on to get our man-to-man defense going.

To me the big advantages of man-for-man defense are: 1. Responsibility is definitely placed on each man. 2. Men may be matched for size and speed. 3. One or two good defensive men can upset the offense of the opponents.

Versatile Offense Against Changing Defenses

(Continued from page 8)

can re-form and endeavor to make the play work on a succeeding try. It is to be remembered that the purpose of passing in and out of the zone defense is to flatten the defense, make it retreat, so that the offense can shoot over it.

Play 4, shown in Diagram 4, is the companion to Play 3. The offensive guard X5 passes the ball to X3 and cuts for the

opposite corner, apparently to screen X2's man. X3 snaps the ball to X1, after X5 has cleared the passing path of X3. X1 snaps the ball back quickly to X3, who jockey for an open position to receive it. X3 now snaps the ball to X5, who, in the interim, has moved to his own right, near the side line and about fifteen feet from the end line. X5 now takes a side carom or loop shot for the basket. X1 follows after a rebound on his own left side of the court. X2 cuts to the front and around X5's guard, going over near the free-throw circle for rebound center work or follow-up work. X5, crouching after his shot, waits and then darts in to follow the ball for rebound and follow-up work on his own right side of the court. X3 is playing cagey ball, ready to drive either to his right or to his left as the occasion demands, to receive the pass. Should X3 be out of position, X4 will slide for a pass-out play from his side of the court. In this type of offense against the zone defense, a quick snapping of the ball to the open man will pay big dividends. After the play has started, there should be two men back on the offensive and three men up. To give the zone defense a busy evening, the ball should be passed accurately and rapidly.

Play of the Defense in Ice Hockey

(Continued from page 33)

In secondary school hockey and even in college hockey, it is a good plan for a prospective defense player to spend a year or two on the forward line to learn to skate properly, improve his speed, handle the puck, and to learn the tricks which forwards use to fool defensive players. This practice will develop faster, smarter and more clever defense players.

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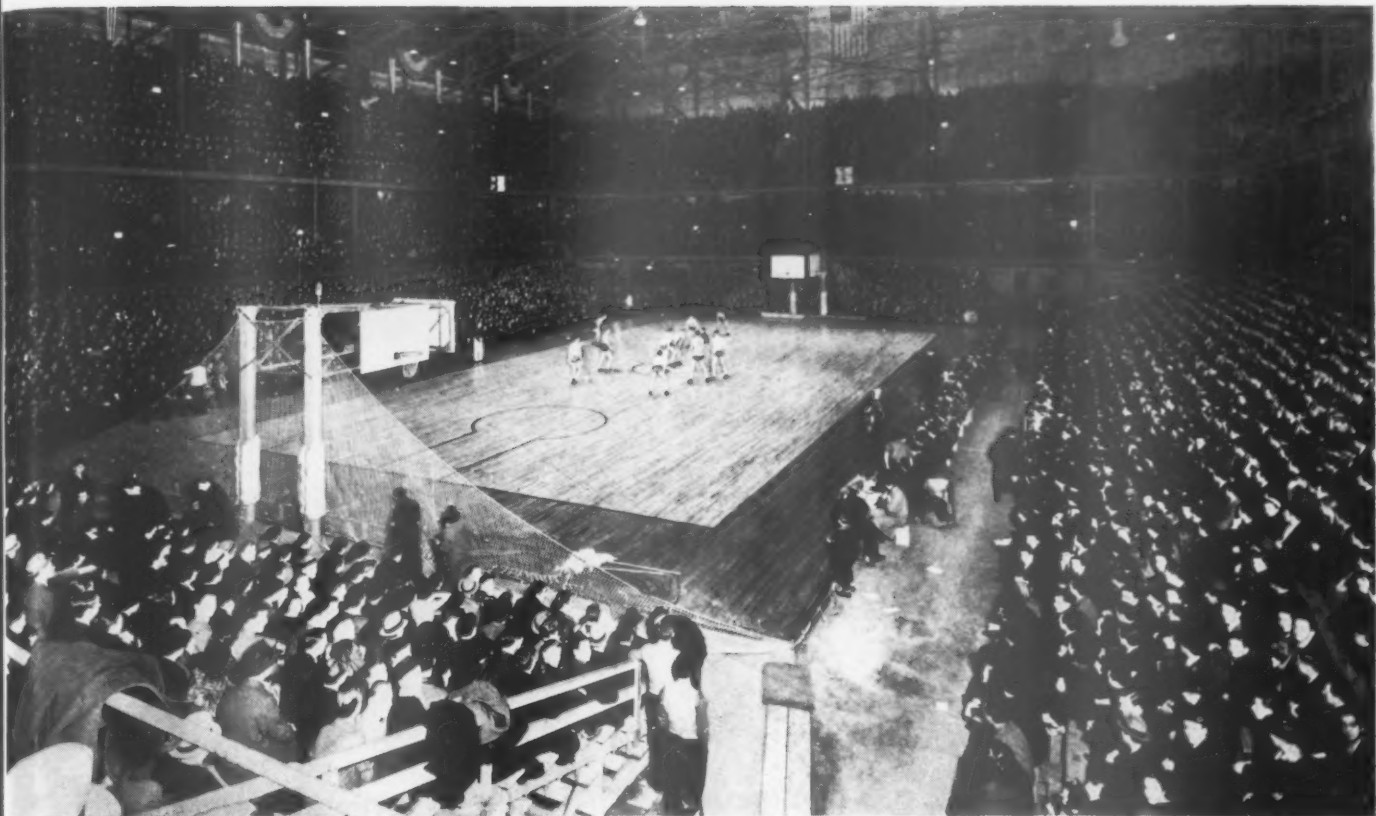
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	Page
Denver Chemical Mfg. Co., The . . .	39
Dolge Co., The C. B.	40
Floorcraft Laboratories	Inside Back Cover
Goldsmith Sons, Inc., The P.	2-3
Hillierich & Bradsby Co.	Inside Front Cover
Huntington Laboratories, Inc.	1
Interscholastic Sports Publishing Co.	42
Ivory System	Back Cover
Kahnfast Satins	42
Lambert's <i>Practical Basketball</i> . . .	44
McGraw-Hill Book Co., Inc.	33
Medart Mfg. Co., Fred.	36, 43
National Sporting Goods Association	20, 21
National Sports Equipment Co.	36, 39
Petersen & Co.	39
Rawlings Mfg. Co.	6
Reach, Wright & Ditson, A. J.	37
Riddell, Inc., John T.	41
Sand Knitting Mills Co.	43
Sherman Hotel	38
Spalding & Bros., A. G.	35
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